

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 9

Reading Informational Text 1.2

- 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.
- Analyze how words and phrases shape meaning and tone in texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Determine an author's particular point of view and analyze how rhetoric advances the point of view.

Reading Literature 1.3

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- 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
- Analyze how words and phrases shape meaning and tone in texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

Writing 1.4

- Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 9

Writing 1.4 Continued

- Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Write arguments to support claims in an analysis of substantive topics.
- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Write narratives to develop real or imagined experiences or events.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- Write with an awareness of the stylistic aspects of writing.
- Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening 1.5

- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 9

Reading Informational Text 1.2

- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Reading Literature 1.3

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

Writing 1.4

- Write with a sharp distinct focus identifying topic, task, and audience.
- Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Write arguments to support claims in an analysis of substantive topics.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 9

Writing *1.4* *Continued*

- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- , observed, or resolved over the course of the narrative
- Write with an awareness of the stylistic aspects of writing.
- Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and *Listening* *1.5*

- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 9

Reading Informational Text 1.2

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Reading Literature 1.3

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

Writing 1.4

- Write with a sharp distinct focus identifying topic, task, and audience.
- Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 9

Writing *1.4* *Continued*

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Write arguments to support claims in an analysis of substantive topics.
- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Write with an awareness of the stylistic aspects of writing.
- Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and *Listening* *1.5*

- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 9

Reading Informational Text

1.2

- Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- 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.
- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Reading Literature

1.3

- Analyze how words and phrases shape meaning and tone in texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

Writing

1.4

- Write with a sharp distinct focus identifying topic, task, and audience.
 - Introduce the precise claim.
- Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Write with a sharp distinct focus identifying topic, task, and audience.: Introduce the precise claim.
- Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 9

Writing *1.4* *Continued*

- 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.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Write arguments to support claims in an analysis of substantive topics.
- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with an awareness of the stylistic aspects of writing.
- Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and *Listening* *1.5*

- Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Oxford Area School District – English Language Arts Curriculum
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Course/ Grade:	English Language Arts – Grade 9	Instructional Unit:	Unit 1: Introduction to Close Reading and Literary Elements	Suggested Timeline:	4-6 weeks
Overview: In this module, reading, writing, speaking, and listening are centered around the literary elements in the text. Students read from, and write to, informational texts as well as classic and contemporary literature. They engage in class discussions involving informational text and literature to decipher the impact of perceptions of truth and reality. Key outcomes include annotation in order to identify the strategies an author uses to develop an argument; analyzing how the author unfolds an argument; evaluating the validity of an author’s claim, reasoning, and relevance of evidence; and constructing an argument in which students use evidence to defend, challenge or qualify a claim.			Unit Objectives: - Read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. -Close read to analyze key details, craft and structure, and connections. -Identify and analyze an author’s use of literary elements in a work of fiction.		
Essential Learning Targets: <ul style="list-style-type: none">• Close read and annotate fictional text• Identify the literary elements of a text• Analyze how a text is constructed by literary elements• Evaluate the influence of literary elements on theme• Construct an argument in which students use evidence to defend, challenge or qualify a claim					
Reading Informational Text		Reading Literature	Writing	Speaking & Listening	
CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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		C.C.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	C.C.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim. CC.1.4.9-10.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s)fairly, supplying evidence for each while pointing out the strengths	C.C.1.5.9-10 Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and	

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<p>drawn between them.</p> <p>C.C. 1.2.9-10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>C.C.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>C.C.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>C.C.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>C.C.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>C.C.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>C.C.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C.C.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>C.C.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>C.C.1.3.9-10 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>C.C.1.3.9-10 Analyze how words and phrases shape meaning and tone in texts.</p> <p>C.C.1.3.9-10 Determine or clarify the meaning of unknown and multiple-</p>	<p>and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>persuasively.</p> <p>C.C.1.5.9-10 Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
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	meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.		
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	Plot Plot structure – exposition, rising action, climax, falling action, resolution Plot sequence – chronological order, flashback, parallel plots, in media res, frame Pacing Foreshadowing Conflict – external/internal, human vs. self/human/nature/society Setting Imagery Characterization – indirect/direct Character motivation Character foil Dialogue Protagonist/antagonist Flat/round character Dynamic/static character Archetype Subordinate character	Interpret Evaluate Author analysis Author Ideas / claims Evaluate Assess Reasoning Demonstrate Task Audience	

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	Theme Genre Close reading		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text <i>Animal Farm</i> by George Orwell (HN and CP):	Keystone Writing Rubric Savvas MyPerspectives Text	Savvas MyPerspectives Text

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	<p>“Emancipation: Life’s Fable” Kate Chopin</p> <p>“Allegory of the Cave” Plato</p> <p>“Harrison Bergeron” Kurt Vonnegut</p> <p>“The Golden Kite, Silver Wind” Ray Bradbury</p>		
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	Close-Reading Assessments of five to ten short literature selections that reflect the unit objective.	Students will write an argumentative, narrative, or informational piece in order to demonstrate their understanding of their learning targets: how a	Students will engage in Socratic seminar debating how the perceptions of reality impact responsibilities and actions. Critical thinkers actively and

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		<p>text is constructed by literary elements and the influence of literary elements on theme. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.</p> <p>Routine writing should continue to develop and convey understanding.</p>	<p>skillfully interpret, analyze, evaluate, and synthesize information.</p>
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Course/ Grade:	English Language Arts – Grade 9	Instructional Unit:	Unit 2: Historical Fiction and Autobiographical Narrative	Suggested Timeline:	6-8 weeks
Overview: In this module, reading, writing, speaking and listening center around how stereotypes, misconceptions, and prejudices impact our understanding of others. Students read from, and write to, informational texts as well as classic and contemporary literature. They engage in class discussions involving informational text and literature to decipher perceptions of truth and reality. Key outcomes include identifying point of view and how it impacts the reader’s understanding of the plot; analyzing how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work; evaluating the author’s use of imagery, figurative language and other literary devices; and constructing an argument with developed claim(s), supplying evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.			Unit Objectives: - Read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. -Close read to analyze key details, craft and structure, and connections. -Identify and analyze an author’s use of literary elements in a work of fiction.		
Essential Learning Targets: <ul style="list-style-type: none">Identify the point of view and how it impacts the reader’s understanding of the plotAnalyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific workEvaluate the author’s use of imagery, figurative language, and other literary devicesConstruct an argument with developed claim(s), supplying evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concernsIdentify the defining characteristics of historical fictionIdentify the defining characteristics of autobiographical narrative					
INFORMATIONAL READING		READING LITERATURE		WRITING	
C.C1.2.9-10.A Determine a central idea of a text and analyze its development over		C.C.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of		C.C.1.4.9-10 Distinguish the claim(s) from alternate or opposing claims; develop	
				SPEAKING AND LISTENING	
				C.C.1.5.9-10 Initiate and participate effectively in a range of collaborative	

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<p>the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>C.C.1.2.9-10.C Analyze how words and phrases shape meaning and tone in texts.</p> <p>C.C.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>C.C.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>C.C.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>C.C.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>C.C.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C.C.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>C.C.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>C.C.1.3.9-10 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p>	<p>claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>C.C.1.4.9-10 Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.C.1.4.9-10 Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>C.C.1.4.9-10 Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the</p>	<p>discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>C.C.1.5.9-10 Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>
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	<p>C.C.1.3.9-10 Analyze how words and phrases shape meaning and tone in texts.</p> <p>C.C.1.3.9-10 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.C.1.4.9-10 Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.C.1.4.9-10 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>C.C.1.4.9-10 Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>C.C.1.4.9-10 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p>	
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		<p>clearly and accurately.</p> <p>C.C.1.4.9-10 Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>C.C.1.4.9-10 Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>C.C.1.4.9-10 Write arguments to support claims in an analysis of substantive topics.</p> <p>C.C.1.4.9-10 Write with an awareness of the stylistic aspects of composition.</p> <p>C.C.1.4.9-10 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>C.C.1.4.9-10 Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>C.C.1.4.9-10 Write narratives to develop real or imagined experiences or events.</p> <p>C.C.1.4.9-10 Use narrative techniques such as dialogue, description, reflection,</p>	
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		<p>multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>C.C.1.4.9-10 Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p> <p>C.C.1.4.9-10 Write with an awareness of the stylistic aspects of writing.</p> <p>C.C.1.4.9-10 Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>C.C.1.4.9-10 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction</p> <p>C.C.1.4.9-10 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and</p>	
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		audience. C.C.1.4.9-10 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 discipline-specific tasks, purposes and audiences.	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	Plot Plot structure – exposition, rising action, climax, falling action, resolution Plot sequence – chronological order, flashback, parallel plots, in media res, frame Pacing Foreshadowing Conflict – external/internal, human vs. self/human/nature/society Setting Imagery Characterization – indirect/direct Character motivation Character foil Dialogue Protagonist/antagonist	Analyze Task Audience Author’s choice Point of view of text Complex character	

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	Flat/round character Dynamic/static character Archetype Subordinate character Theme Genre Close reading Historical Fiction Autobiographical Narrative		
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Resources	Resources	Resources	Resources
<i>I Know Why the Caged Bird Sings</i> by Maya Angelou Savvas MyPerspectives Text	(HN and CP): <i>To Kill a Mockingbird</i> by Harper Lee (CP and AC): <i>Of Mice and Men</i> by John Steinbeck Savvas MyPerspectives Text	Keystone Writing Rubric Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Close-Reading Assessments	Close-Reading Assessments	Students write an argumentative, narrative, or informational piece. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.	

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Course/ Grade:	English Language Arts – Grade 9	Instructional Unit:	Unit 3: Research and Nonfiction	Suggested Timeline:	4-6weeks
Overview: Students apply a broad range of reading, writing, speaking, and listening skills to nonfiction texts. Students address how a speaker’s knowledge and experiences shape and influence his/her perspective. Key outcomes include developing and analyzing a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; evaluating a speaker’s perspective, reasoning, and use of evidence and rhetoric; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.			Unit Objectives: Close read to identify key ideas and details, analyze craft and structure and make connections in a nonfiction text.		
Essential Learning Targets: <ul style="list-style-type: none">• Determine the point of view of the text• Analyze various accounts of a subject told in different mediums.• Delineate and evaluate the argument and specific claims in a text and assess its validity.• Acquire and use accurately general academic and domain-specific words and phrases.• Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.					
Reading Informational Text	Reading Literature		Writing	Speaking & Listening	
CC.1.2.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. CC.1.2.9-10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points			CC.1.4.9-10.D - Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.		

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<p>are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.E - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>		<p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Interpret</p> <p>Evaluate</p> <p>Author analysis</p> <p>Author</p> <p>Ideas / claims</p> <p>College and career readiness</p> <p>Demonstrate independence</p> <p>Connections</p> <p>Distinctions</p> <p>Complexity of topic</p> <p>Objective</p>		<p>Annotation</p> <p>Citation</p> <p>Text Analysis</p> <p>Source Evaluation</p> <p>Authority</p> <p>Bias</p> <p>Accuracy</p> <p>Summary</p>	

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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Library Pathfinders and Databases Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Close Reading Assessments of one extended informational text as well as three to five shorter informational texts with a focus on the strategies an author uses to inform readers of a specific topic and to evaluate how an author unfolds an analysis in informational text.		Students will produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message. Students will construct a well organized Annotated Bibliography. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.	

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Course/ Grade:	English Language Arts – Grade 9	Instructional Unit:	Unit 4: Poetry: Lyric, Narrative, Dramatic	Suggested Timeline:	10-12 weeks
Overview: In this module, reading, writing, speaking, and listening center around poetic devices. Students read from, and write to classic and contemporary poetry and literature. They engage in class discussions involving literature to decipher how perceptions impact their understanding of themselves and the world around them. Key outcomes include identifying how audience and purpose influence a writer’s choice of organizational pattern; analyzing different perceptions based on texts or other mediums; evaluating self-perception and global awareness influenced by multiple media sources; and identifying the purpose of poetic devices in relation to theme.			Unit Objectives: - Read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. -Close read to analyze key details, craft and structure, and connections. -Identify and analyze an author’s use of literary elements in a work of fiction.		
Essential Learning Targets: <ul style="list-style-type: none">• Identify audience and purpose influence a writer’s choice of organizational pattern• Construct a poetry journal demonstrating knowledge of devices and poetic forms• Identify devices appropriate to poetic forms including, but not limited to: oral tradition, archetype, myth, epic simile, dramatic irony, soliloquy, extended metaphor					
Reading Informational Text		Reading Literature		Writing	
CC.1.2.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an		.C.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an		CC.1.4.9-10.H - Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise claim. CC.1.4.9-10.I - Distinguish the claim(s)	
				Speaking & Listening	
				CC.1.5.9-10.C - Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and	

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<p>author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9-10.G - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>author's explicit assumptions and beliefs about a subject.</p> <p>C.C.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>C.C.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>C.C.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C.C.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>C.C.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>C.C.1.3.9-10 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>C.C.1.3.9-10 Analyze how words and phrases shape meaning and tone in texts.</p>	<p>from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9-10.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.9-10.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research</p>	<p>accuracy of each source.</p> <p>CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9-10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>
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	C.C.1.3.9-10 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.	question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	Poetic Form: Lyric, Dramatic, Narrative Speaker Theme Tone Connotation Denotation Figurative Language: simile, metaphor, personification, extended metaphor, implied metaphor Sound Devices: repetition, rhythm, rhyme (internal, end, exact, slant), meter, onomatopoeia, alliteration, consonance, assonance Imagery Free Verse Formal Verse (Sonnet, Ballad, Ode, Haiku, Concrete)	Evaluate Assess Reasoning Task Audience	Meter (iambic pentameter)

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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	<i>The Odyssey</i> by Homer <i>Romeo and Juliet</i> by William Shakespeare Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	Close Reading Assessments for various poems that support the themes of how perceptions influence the understanding of self.	Constructed response to develop and convey understanding of poetic devices and how they work together to convey a theme.	

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