

**Chariho Regional School District
Grade 9 - English Language Arts**

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Grade 9, Unit 1
Divided We Fall

Overview

Number of Instructional Days: 30 days

Essential Question: Why do we feel the need to belong?

Genre Focus: Fiction

Extended Writing: Narrative Writing Process

Deep inside most individuals lurks a desire to belong to a group. The group might be one's family, a circle of friends, a popular clique, a winning team, or a respected profession. The conflict caused by the desire to fit in and the wish to be an individual is a common theme in literature.

Why do we feel the need to belong? Why does it often hurt to feel excluded from the group? What's wrong with being an outsider? Is there value within the outsider's perspective? What risks do outsiders take? This unit offers a wide variety of literature such as short stories and poetry, as well as memoirs and speeches for students to explore these questions while also exploring texts in the unit's genre focus, fiction. Short stories serve as examples of the genre focus. Students will also have opportunities to read across genres.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about story elements to their own narrative writing project. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Skills

Reading Skills

- Annotation
- Context Clues
- Reading Comprehension
- Textual Evidence
- Generating Questions
- Making and Confirming Predictions
- Theme
- Character
- Primary and Secondary Sources
- Arguments and Claims
- Rhetoric
- Language, Style, and Audience
- Allusion
- Compare and Contrast

- Text Dependent Responses
- Short Constructed Response
- Peer Review
- Personal Response
- Organizing Narrative Writing
- Story Beginnings
- Narrative Techniques
- Narrative Sequencing
- Descriptive Details
- Narrative Writing Process: Plan
- Narrative Writing Process: Draft
- Narrative Writing Process: Revise
- Narrative Writing Process: Edit and Publish

Writing Skills

Speaking and Listening

- Collaborative Conversation

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RL.9-10.2](#) - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[RL.9-10.3](#) - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[RL.9-10.9](#) - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

[RL.9-10.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.9-10.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[RI.9-10.6](#) - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[RI.9-10.8](#) - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[RI.9-10.9](#) - Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

[W.9-10.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[W.9-10.3.a](#) - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[W. 9-10.3.b](#) - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[W. 9-10.3c](#) - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[W. 9-10.3.d](#) - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[W. 9-10.3.e](#) - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[W. 9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

[W. 9-10.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[W. 9-10.6](#) - 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.

[W. 9-10.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

[W. 9-10.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[L. 9-10.3](#) - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook) appropriate for the discipline and writing type.

[L. 9-10.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

[L. 9-10.4.a](#) - - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[SL.9-10.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.9-10.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.9-10.1.a](#) - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.c](#) - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[SL.9-10.1.d](#) - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[SL.9-10.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:
Click on the standard to view the standards progression.

[RL.9-10.10](#) - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RI.9-10.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[RI.9-10.10](#) - 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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

[W.9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[L.9-10.6](#) - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[SL.9-10.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Grade 9, Unit 2 The Call to Adventure & Declaring Your Genius

Overview

Number of Instructional Days: 30 Days

Essential Questions: What will you learn on your journey? How do you define intelligence?

Genre Focus: Informational

Extended Writing: Argument Writing

How do real and imagined journeys help us investigate the world and understand ourselves? How does reading about journeys help us prepare for adventures of our own? What does it mean to be intelligent? Does intelligence only refer to book-smarts? Other than performing well on tests, how else can people reveal their intelligence?

This unit offers a wide variety of nonfiction texts such as letters, memoirs, speeches and articles, as well as poetry for students to explore these questions while also exploring selections in the unit's genre focus, argumentative text. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about argumentative elements to their own argumentative writing projects. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading Skills

- Media
- Informational Text Elements
- Author's Purpose and Point of View
- Central or Main Idea
- Analyzing Reasons and Evidence
- Summarizing
- Analyzing a Speaker's Arguments and Claims
- Analyzing Logical Fallacies

- Organizing Argument Writing
- Supporting Details
- Introductions
- Transitions
- Precise Language
- Conclusions
- Style
- Argument Writing Process: Plan
- Argument Writing Process: Draft
- Argument Writing Process: Revise
- Argument Writing Process: Edit and Publish

Writing Skills

- Thesis Statement

Language

- Word Meaning
- Colons
- Adverb Clauses
- Adjective Clauses

Speaking and Listening

- Collaborative Conversation

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.9-10.7](#) - Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

[RI.9-10.2](#) - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.

[RI.9-10.3](#) - Analyze 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 presence or absence of connections between them.

[RI.9-10.5](#) - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[RI.9-10.6](#) - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[RI.9-10.7](#) - Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.

[RI.9-10.8](#) - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.9-10.1.a](#) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[W.9-10.1.b](#) - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s

knowledge level and concerns.

[W.9-10.1.c](#) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[W.9-10.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.9-10.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.9-10.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[W.9-10.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

[W.9-10.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

[W.9-10.6](#) - Use technology, including current web-based communication platforms, 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.

[L.9-10.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

[L.9-10.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use a colon to introduce a list or quotation.

[L.9-10.3](#) - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[L.9-10.3.a](#) - Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

[SL.9-10.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

[SL.9-10.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any

fallacious reasoning or exaggerated or distorted evidence.

Standards that Reinforce (StudySync - Practice/Application only) the Unit of Study Standards:
[Click on the standard to view the standards progression](#)

[RL.9-10.3](#) - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RL.9-10.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another).

[RL.9-10.7](#) - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

[L.9-10.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

[L.9-10.4.a](#) - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[L.9-10.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

[L.9-10.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

[L.9-10.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.9-10.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.9-10.1.a](#) - Come to discussions prepared, having read and researched material under study;

explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.c](#) - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[SL.9-10.1.d](#) - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grade 9, Unit 3 The Dance of Romance

Overview

Number of Instructional Days: 20

Essential Question: When is love worth the fall?

Genre Focus: Poetry/ Drama

Extended Writing: Response to Literature

Why is love such a powerful and universal theme in literature? What do readers get out of reading stories about people falling in love—and losing that love?

Students will explore these questions while also examining texts in the unit’s genre focus, poetry and Shakespearean drama. Students will begin this unit as readers, and they will finish as writers. They will apply what they have learned from reading poems, stories, and articles about love to writing a literary analysis.

Essential Content and Skills

Reading Skills

- Analyzing Poetic Elements and Structure
- Analyzing Point of View
- Analyzing Figurative Language
- Selecting Textual Evidence
- Determining Denotative vs. Connotative Meaning
- Analyzing Dramatic Elements and Structure
- Analyzing Allusion

- Analyzing Media Interpretations of a Text

Writing Skills

- Thesis Statement
- Organizing Literary Analysis Writing
- Reasons and Relevant Evidence
- Introduction
- Transitions
- Conclusions
- Style

- Literary Analysis Writing Process: Plan
- Literary Analysis Writing Process: Draft
- Literary Analysis Writing Process: Revise
- Literary Analysis Writing Process: Edit and Publish

Language

- Figurative Language

Speaking and Listening

- Evaluating Point of View

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RL.9-10.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

[RL.9-10.5](#) - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[RL.9-10.6](#) - Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

[RL.9-10.7](#) - Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

[W.9-10.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.9-10.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.9-10.2.b](#) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

[W.9-10.2.c](#) - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.9-10.2.d](#) - Use precise language and domain-specific vocabulary to manage the complexity of

the topic.

[W.9-10.2.e](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.9-10.2.f](#) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[W.9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.9-10.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[W.9-10.6](#) - Use technology, including current web-based communication platforms, 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.

[L.9-10.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.9-10.5.b](#) - Analyze nuances in the meaning of words with similar denotations.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:
Click on the standard to view the standards progression.

[RL.9-10.2](#) - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.

[RL.9-10.3](#) - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[RL.9-10.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

[RL.9-10.9](#) - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

[RL.9-10.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RI.9-10.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another).

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

[W.9-10.9.a](#) - Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

[W.9-10.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[L.9-10.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

[L.9-10.4.a](#) - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[L.9-10.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

[L.9-10.4.c](#) - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

[L.9-10.4.d](#) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.9-10.1.a](#) - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.c](#) - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[SL.9-10.1.d](#) - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[SL.9-10.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

[SL.9-10.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 9, Unit 4 *Human Potential*

Overview

Number of Instructional Days: 20

Essential Question: How can you help others achieve their goals?

Genre Focus: Multi-Genre Texts

Extended Project/Writing: Preparing and Delivering an Oral Presentation

How can we meet our goals? Is every goal worth trying to meet? What happens if we fail? How do others assist us along the way? What motivates them to help us? What strategies do they use to mentor us, and what makes these strategies successful or unsuccessful?

This unit offers a wide range of literature for your students to consider these questions while also exploring texts in the unit's genre focus, multigenre text. They will apply what they have learned about human potential to their own oral presentation project.

Essential Content and Skills

Reading Skills

- Author's Purpose and Point of View
- Reasons and Evidence
- Language, Style, and Audience
- Poetic Elements and Structure
- Media
- Summarizing

Writing Skills (Drafting Presentation)

- Writing Process: Plan
- Writing Process: Draft
- Writing Process: Revise

Language

- Word Patterns and Relationships
- Noun Phrases
- Verb Phrases
- Adjective and Adverbial Phrases

Speaking and Listening

- Communicating Ideas
- Providing Reasons and Evidence
- Engaging in Discourse

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.9-10.2](#) - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[RL.9-10.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

[RL.9-10.5](#) - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[RL.9-10.7](#) - Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RI.9-10.6](#) - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[RI.9-10.8](#) - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

[W.9-10.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.9-10.1.a](#) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[W.9-10.1.b](#) - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

[W.9-10.1.c](#) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[W.9-10.1.d](#) - Establish and maintain a style appropriate to the audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.9-10.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.9-10.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[W.9-10.6](#) - Use technology, including current web-based communication platforms, 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.

[W.9-10.7](#) - Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.

[W.9-10.8](#) - When conducting research, 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.

[L.9-10.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.9-10.1.b](#) - Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[L.9-10.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

[L.9-10.4.a](#) - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[L.9-10.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

[SL.9-10.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[SL.9-10.1.a](#) - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.c](#) - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[SL.9-10.1.d](#) - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[SL.9-10.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[SL.9-10.4](#) - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

[SL.9-10.5](#) - Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[SL.9-10.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:

Click on the standard to view the standards progression.

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RL.9-10.6](#) Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

[RL.9-10.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RI.9-10.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another).

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

[W.9-10.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[L.9-10.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.9-10.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.