



Granite School District

9th Grade Utah State Core Standards for ELA Curriculum Map

Understanding the Secondary ELA Curriculum Maps

The Utah State Core for English Language Arts is the basis for the Granite School District ELA Curriculum Maps. The State Core Standards are the content for all English Language Arts classes. **Materials - such as novels, primary documents, and other texts, etc... are merely the vehicle for teaching the standard** (See Approved Materials below). Each Granite School District teacher is expected to follow the curriculum maps as part of the Granite Way. The following explains the intent and application of each section of the map. Departments and networks are advised and encouraged to align materials - such as novels and other texts - both at grade level and vertically, to keep communication open within and between departments and feeder schools. It is also advisable for schools to create a reference guide for teachers that identifies books, ideas, and resources available at the school.

Quarterly Priority + Supporting Standards	Assessment	Learning Intentions & Success Criteria	Approved Materials
English is an integrated curriculum in which separate standards are rarely addressed in isolation or assessment. The purpose of the Priority Standards is not to limit this integration but to focus on a particular bundle of related standards. All standards are essential. • The quarterly designations of the Priority Standards are expected to be followed by all teachers in the district. Priority standards within the map allow teachers to focus their time and attention on assessments of these standards while still integrating and embedding supporting standards into their instruction. • A limited number of standards for instruction and assessment each quarter allows teachers and students to focus their attention on applying and transferring skills to a variety of literacy tasks, writing compositions and projects. • In addition, focusing on Priority Standards will ensure that students moving schools will be mastering the same content/standards during the same quarter. <i>This also allows for vertical alignment within PLCS to address the complexity of the standards in their grade bands and networks.</i>	In addition to state and district required assessments, teachers should determine appropriate means to monitor student progress and understanding through lines of evidence. Proficiency Scales • Formative assessments, such as checks for understanding or CFAs, should be ongoing and constant. A few examples can be found here. • PLCs should establish common formative assessments across similar courses. • A performance task is: “A piece of work students are asked to do to show how well they apply their knowledge, skills, or abilities—from writing an essay to diagnosing and fixing a broken circuit. A performance assessment typically consists of <i>several</i> performance tasks. Performance tasks also may be included in traditional multiple-choice tests.”¹	Learning Intentions: These are the “So What?” or “What am I learning today?” statements. A daily statement of what a student is expected to learn in a given lesson is a learning intention. Learning intentions can focus on knowledge, skills, or concepts. Similar to essential questions. Success Criteria: These are statements of what students can do when they master the essential skills for English Language Arts. Many can be found on the proficiency scales. • The “I Can” statements explain how a student will develop and demonstrate proficiency, it is evidence of learning. It also answers this question for the student: “How will I know that I have learned it?” Teachers, departments, PLC’s and networks should determine what works best for them and their students. Additional examples are found on the proficiency scales. • All schools are expected to work with the same statements. This will guarantee that students are mastering the same skills as they move from school to school and teachers will know what to expect from incoming students.	The choice of materials to be used for teaching the standards is to be determined by the teacher, PLC, department, and/or network within the parameters of the approved materials. The Granite School District approved texts/materials for secondary English Language Arts classes are: • Approved Novels List (Novels List) - All lengthy pieces of text (excluding excerpts) used in either whole group or small group instruction, both fiction and nonfiction, must be approved through the GSD School Board Novels policy process. • Writable - ancillary writing tool for 9-12 • Scribe - writing/research Chrome plugin provided by USBE • Utah Compose (Writing)- formative writing tool provided by USBE In selecting materials for instruction, teachers must ask the following questions: ✓ In what way does the material align to the core? ✓ How does the material meet the rigor of the standard? ✓ Which level of proficiency does the material meet? ✓ In what way does the material engage students in complex thinking versus simple recall knowledge? ✓ How will I scaffold or extend (differentiate) the material to meet the needs of individual students?

¹ What Is Performance Assessment? (2019, February 5). *Education Week*. www.edweek.org/teaching-learning/what-is-performance-assessment/2019/02



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Additional Resources	Differentiation	Academic Vocabulary Instruction
It is recognized that there are many great resources that can enhance teaching. Examples: Google Shared Drive: English Language Arts Resources (GSD), Pre-AP College Board, Shmoop, UEN Digital Resources, UEN Open Resources, StudySync Blog, and PBS Utah. USBE ELA Core Guide 9-10 Exercise extreme caution when selecting print/digital/tech sources used as supplemental to the primary instructional material. It is the responsibility of the teacher to ensure that anything used in class or assigned to students is appropriate for the purpose, students, and community. Always read materials thoroughly before using them with students. For more information on the definitions and selection of supplemental materials, see Article X.A.6: Instructional Materials Novels Nomination Process Refer to Administrative Memorandum 57 for information on the process and fill out the novels nomination form (v.25_26) to nominate a text for instructional use. All lengthy pieces of text (excluding excerpts, poetry, short stories, articles) used in either whole group or small group instruction, both fiction and nonfiction, must be approved through the GSD School Board Novels policy process. Detailed information can be found here: GSD Novels & Instructional Materials	“In Tier 1 instruction all students receive high quality, differentiated culturally responsive core academic and behavioral instruction through the general education program.” (GSD MTSS Common Vocabulary) <i>Differentiation in the secondary classroom includes both intervention and extension.</i> Secondary ELA teachers are expected to differentiate for all students’ needs.” Interventions – Interventions are those supplemental procedures and targeted instruction put in place to help striving students. They also include data collection including curriculum based measures as well as progress monitoring to track growth in the targeted skill. Teachers, PLCs, and networks should determine what works best for them and their students. Extensions - Extensions aim to enrich the learning experience and allow students to explore concepts in more detail or apply them in new ways. Examples: Extension activities can include research projects, creative writing prompts, problem-solving tasks, or even designing and implementing a mini-lesson.	Foundational 11 • Compare • Contrast • Demonstrate • Describe • Details • Determine • Distinguish • Explain • Point of View • Support • Trace Necessary 9 • Develop • Evidence • Infer • Interpret • Main Idea • Structure • Summarize • Paraphrase • Theme Ultimate 5 • Analyze • Cite • Evaluate • Persuade • Relevant (Sprenger, 2021) General High Frequency Vocabulary List 9-12 (Generated by Lexile.com)

9th Grade Q1			
Standards NOT present on the Priority Assessment Standards Table The recurring nature of these standards throughout the year's curriculum allow for repeated assessment, enabling teachers to track student progress over time and scaffold access to complex texts. → 9-10.R.4 - Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) *Text Complexity Band - 9-10 Lexile Range: 1080L - 1305L → 9-10.R.5: Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI) → 9-10.R.8: Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI) → 9-10.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI) a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech. b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.			
Reading	Writing	Speaking & Listening	Recommended Assessments (District)
9-10.R.6: When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) 9-10.R.7: Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) 9-10.R.10: Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)	9-10.W.3: Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative. a. Engage and orient the reader by describing a problem, situation, or observation. b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters. c. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences. d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience. e. Use appropriate conventions and style for the audience, purpose, and task.	9-10.SL.1: Participate effectively in a range of conversations and collaborations on topics, texts, and issues. a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence. b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence. c. Identify contradictions when applicable, and determine if additional information or research is required to deepen	District Canvas Q1 Benchmark Search in Canvas Commons 10th Grade District ELA Benchmarks - Select Q1 - Standards Assessed: Direct Link Writable Options for CFAs or Skills Checks - Sentence Combining - High School - Grammar & Spelling - Short Responses: Grades 9-12 - Writable Skill Building - Narrative Skills Mini-Lessons – Grade 9



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9th Grade Q1			
		the investigation or conversation.	

9th Grade Q2

Standards NOT present on the Priority Assessment Standards Table			
The recurring nature of these standards throughout the year's curriculum allow for repeated assessment, enabling teachers to track student progress over time and scaffold access to complex texts.			
→ 9-10.R.4 - Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) *Text Complexity Band - 9-10 Lexile Range: 1080L - 1305L → 9-10.R.5: Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI) → 9-10.R.8: Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI) → 9-10.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI) c. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech. d. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.			

Reading	Writing	Speaking & Listening	Recommended Assessments (District)
9-10.R.6: When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI) 9-10.R.7: Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI) 9-10.R.11: Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)	9-10.W.2: Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented. a. Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships. b. Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas. d. Use precise language and content-specific vocabulary to clarify the relationships of the ideas. e. Use appropriate conventions and style for the audience, purpose, and task. 9-10.W.4: Conduct more sustained research projects to craft an argument,	9-10.SL.2: Interpret and evaluate the credibility of multiple sources of information presented in various formats and media to solve problems and make informed decisions.	District Canvas Q1 Benchmark • Search in Canvas Commons 10th Grade District ELA Benchmarks ○ Select Q2 ○ Standards Assessed: ○ Direct Link • Writable Options for CFAs or Skills Checks ○ Sentence Combining - High School ○ Grammar & Spelling ○ Short Responses: Grades 9-12 ○ Writable Skill Building - Information Skills Mini-Lessons – Grade 9



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9th Grade Q2			
	answer a question, or provide an analysis. a. Gather, assess, and synthesize information from credible sources on the topic. b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose. c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence. d. Interact and collaborate with others throughout the writing process.		

9th Grade Q3			
Standards NOT present on the Priority Assessment Standards Table The recurring nature of these standards throughout the year's curriculum allow for repeated assessment, enabling teachers to track student progress over time and scaffold access to complex texts. → 9-10.R.4 - Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) *Text Complexity Band - 9-10 Lexile Range: 1080L - 1305L → 9-10.R.5: Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI) → 9-10.R.8: Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI) → 9-10.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI) e. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech. f. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.			
Reading	Writing	Speaking & Listening	Recommended Assessments (District)
9-10.R.12: Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI) 9-10.R.13: Not applicable to RL. Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	9-10.W.1: Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented. a. Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and	9-10.SL.2: Interpret and evaluate the credibility of multiple sources of information presented in various formats and media to solve problems and make informed decisions.	District Canvas Q1 Benchmark ● Search in Canvas Commons 10th Grade District ELA Benchmarks ○ Select Q3 ○ Standards Assessed: ○ Direct Link ● Writable Options for CFAs or Skills Checks ○ Sentence Combining - High School ○ Grammar & Spelling ○ Short Responses: Grades 9-12 ○ Writable Skill Building - Argument Skills Mini-Lessons – Grade 9



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9th Grade Q3			
9-10.R.14: Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, character types, and stylistic choices. (RL) 9-10.R.14: Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)	counterclaims. d. Use appropriate conventions and style for the audience, purpose, and task. 9-10.W.4: Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis. a. Gather, assess, and synthesize information from credible sources on the topic. b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose. c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence. d. Interact and collaborate with others throughout the writing process.		

9th Grade Q4			
Standards NOT present on the Priority Assessment Standards Table The recurring nature of these standards throughout the year's curriculum allow for repeated assessment, enabling teachers to track student progress over time and scaffold access to complex texts.			
→ 9-10 R.4 - Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) *Text Complexity Band - 9-10 Lexile Range: 1080L - 1305L → 9-10.R.5: Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI) → 9-10.R.8: Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI) → 9-10.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI) g. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech. h. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.			
Reading	Writing	Speaking & Listening	Recommended Assessments (District)
9-10.R.12: Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the text or script. (RL & RI)	9-10.W.4: Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis. a. Gather, assess, and synthesize information from credible sources on the topic. b. Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose. c. Avoid plagiarism by quoting, paraphrasing, and	9-10.SL.3: Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts. a. Convey a clear perspective by concisely presenting and citing information, findings, and supporting	District Canvas Q1 Benchmark ● Search in Canvas Commons 9th Grade District ELA Benchmarks ○ Select Q4 for import into Canvas ○ Standards Assessed: ○ Direct Link - 9th Grade ● Writable Options for CFAs or Skills Checks ○ Sentence Combining - High School



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9th Grade Q4			
9-10.R.14: Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) 9-10.R.14: Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)	citing, using a standard format for citation of evidence. d. Interact and collaborate with others throughout the writing process.	evidence so that listeners can follow the line of reasoning.	○ Grammar & Spelling ○ Short Responses: Grades 9-12 ● Writable Skill Building or Extended Response - Teacher's Choice ○ Literary Analysis, research, argument, informational, etc...