

# Spearfish School District Curriculum/ Pacing Guide

## Grade 9, English I Writing (updated May 2024)

Instructional Focus	Focus Summary
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;">Narrative Writing</p> <p><b>Suggested Time Frame:</b> 4 weeks</p>	<p>Narrative Writing: Students will produce a narrative that includes a logical plot sequence, imagery, transitions, and effective dialogue in formal style and MLA format.</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">Argument Writing</p> <p><b>Suggested Time Frame:</b> 5 weeks</p>	<p>Argument Writing: Students will examine and analyze several informative articles on a topic, choose an argument to support using the informative texts, produce an essay in informal style and MLA format with evidence-supported assertions, and share this piece with others (using technology).</p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Writing to Inform</p> <p><b>Suggested Time Frame:</b> 9 weeks</p>	<p>Writing to Inform: Students will write an informational paper in informal style and MLA format utilizing proper organization, idea development, and domain specific vocabulary. Students will present (using technology) informational findings in a logical format that is appropriate to an audience.</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;">Grammar</p> <p><b>Suggested Time Frame:</b> Length of semester</p>	<p>Grammar: Through the use of the online grammar platform NoRedInk, students will complete differentiated units of grammar instruction throughout the semester, focusing on the following units: Active &amp; Passive Voice, Parallel Structure, Use of Colons and Semi-Colons, Dialogue, MLA citations, Commonly Confused Words, Dangling and Misplaced Modifiers, and Independent/Dependent Clause. Each unit will include a diagnostic quiz, practice module, and growth quiz. Daily work (10 minutes per class period) will consist of practice module activities and lecture/mini-lessons as needed.</p>

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## Grade 9, English I Writing (updated May 2024)

Instructional Focus 1	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources
Narrative Writing  <b>Suggested Time Frame:</b>	Reading Literature	<u><a href="#">9-10.RL.3</a></u> 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. <u><a href="#">9-10.RL.5</a></u> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.		<a href="#">Google Drive</a> (containing rubrics, lecture materials, other resources)  biographical and autobiographical texts, including but not limited to: <ul style="list-style-type: none"> <li>• Tuesdays with Morrie</li> <li>• Night</li> <li>• To Kill a Mockingbird</li> <li>• Short stories that exhibit examples of narrative writing, such as vivid imagery and dialogue</li> </ul>
	Reading Informational Text	<u><a href="#">9-10.RI.1</a></u> Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u><a href="#">9-10.RI.2</a></u> Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis. <u><a href="#">9-10.RI.3</a></u> Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. <u><a href="#">9-10.RI.5</a></u> 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). <u><a href="#">9-10.RI.6</a></u> 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.	<ul style="list-style-type: none"> <li>• objective</li> <li>• determine</li> <li>• central idea</li> <li>• summarize</li> <li>• analyze</li> <li>• unfold</li> <li>• sequence</li> <li>• connections</li> </ul>	
	Writing	<u><a href="#">9-10.W.3</a></u> Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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;	<ul style="list-style-type: none"> <li>• Narrative Writing process</li> <li>• Fiction &amp; Nonfiction</li> <li>• Plot structure</li> <li>• Sensory language</li> <li>• Conflict</li> <li>• Point of View (first person, third</li> </ul>	

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		<p>create a smooth progression of experiences or events.</p> <p>B. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p> <p><a href="#">9-10.W.4</a> Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.</p> <p><a href="#">9-10.W.5</a> Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p><a href="#">9-10.W.6</a> 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><a href="#">9-10.W.10</a> Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>person, limited, omniscient)</p> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Dialogue</li> <li>• Diction</li> <li>• Sequence</li> <li>• Closure</li> <li>• Theme</li> <li>• Flashback</li> <li>• Irony</li> <li>• Characterization</li> <li>• Audience</li> <li>• Purpose</li> <li>• Task</li> <li>• Informal/casual</li> <li>• Formal</li> <li>• Credibility</li> <li>• Capacity</li> <li>• Flexibility</li> <li>• Technology</li> </ul>	

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	Speaking & Listening	<a href="#">9-10.SL.3</a> Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.		
	Language	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><a href="#">9-10.L.2</a> Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p><a href="#">9-10.L.3</a> 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.</p> <p><a href="#">9-10.L.6</a> Acquire and accurately use general academic and subject-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>	<ul style="list-style-type: none"> <li>• Appositive Phrase</li> <li>• Gerund Phrase</li> <li>• Participial Phrase</li> <li>• Infinitive Phrase</li> <li>• Independent clause</li> <li>• Subordinate clause</li> <li>• Adjective clause</li> <li>• Adverb clause</li> <li>• Noun clause</li> <li>• Conjunctive adverb</li> <li>• Independent clause</li> <li>• Dependent clause</li> <li>• Syntax</li> <li>• Formal language</li> <li>• Diction</li> <li>• Jargon</li> <li>• Parallel Structure</li> <li>• Dialogue</li> </ul>	

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<p><b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?</p> <p>Formative: practice in writing with the five senses, analyzing mentor texts, dialogue practices (NoRedInk, bellringers, and SMART Board), mini-lessons/assignments for grammar, peer editing</p> <p>Summative: Final Personal Narrative Essay</p>				

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources
<p>Argument Writing</p> <p><b>Suggested Time Frame:</b></p>	Reading Literature			<a href="#">Google Drive</a> (containing rubrics, lecture materials, other resources)
	Reading Informational Text	<p><a href="#">9-10.RI.6</a> 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.</p> <p><a href="#">9-10.RI.8</a> Delineate (break down) 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.</p> <p><a href="#">9-10.RI.10</a> By the end of the year, read and comprehend literary nonfiction and informational text at the high end of grades 9–10 text complexity band independently and proficiently.</p> <p>A. Read and comprehend with proficiency at grade level.</p> <p>B. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>C. Read widely to understand multiple perspectives and diverse viewpoints.</p>	<ul style="list-style-type: none"> <li>• Ethos</li> <li>• Pathos</li> <li>• Logos</li> <li>• Persuasiveness</li> <li>• argumentation</li> <li>• contradiction</li> <li>• counterargument</li> <li>• concession</li> <li>• refutation</li> <li>• controversial</li> <li>• subjective</li> <li>• objective</li> <li>• fallacies</li> <li>• provocative</li> <li>• claim and premise</li> <li>• bias</li> <li>• credibility</li> <li>• evidence</li> <li>• organizational</li> <li>• structure</li> <li>• annotation (close reading)</li> <li>• semantics</li> <li>• critique</li> <li>• historical context</li> </ul>	<p>Informative articles</p> <p>Databases</p> <p>Library</p>

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			<ul style="list-style-type: none"> <li>• perspective</li> <li>• social norms</li> <li>• propaganda</li> <li>• relevant</li> <li>• sufficient</li> <li>• fallacious</li> <li>• valid</li> <li>• assess</li> <li>• evaluate</li> </ul>	
	Writing	<p><a href="#">9-10.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>C. Use transitional 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.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><a href="#">9-10.W.4</a> Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.</p> <p><a href="#">9-10.W.5</a> Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support</p>	<ul style="list-style-type: none"> <li>• claim</li> <li>• citation</li> <li>• works cited</li> <li>• MLA format</li> <li>• counterclaim</li> <li>• reasons</li> <li>• evidence</li> <li>• transitional words</li> <li>• cohesion</li> <li>• relationship</li> <li>• line of reasoning</li> <li>• commentary</li> </ul>	

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		<p>from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p><a href="#">9-10.W.6</a> 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><a href="#">9-10.W.7</a> 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><a href="#">9-10.W.9</a> Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 9–10 Reading standards for literature to writing.</p> <p>B. Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing.</p> <p><a href="#">9-10.W.10</a> Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>		
	Speaking & Listening			
	Language	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative,</p>	<ul style="list-style-type: none"> <li>• Appositive phrase</li> <li>• Gerund phrase</li> <li>• Participial phrase</li> <li>• Infinitive phrase</li> <li>• Independent clause</li> <li>• Subordinate clause</li> <li>• Adjective clause</li> </ul>	

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		<p>adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><a href="#">9-10.L.2</a> Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p><a href="#">9-10.L.3</a> 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.</p> <p><a href="#">9-10.L.4</a> 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.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>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).</p> <p><a href="#">9-10.L.6</a> Acquire and accurately use general</p>	<ul style="list-style-type: none"> <li>• Adverb clause</li> <li>• Noun clause</li> <li>• Conjunctive</li> <li>• adverb</li> <li>• Independent</li> <li>• clause</li> <li>• Dependent</li> <li>• clause</li> <li>• Syntax</li> <li>• Etymology</li> <li>• Contextual</li> <li>• evidence</li> <li>• Context clues</li> </ul>	



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		academic and subject-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.		

**Assessments:** How do my students demonstrate their understanding and how do I measure their learning?

Formative: graphic organizers, body paragraph checks, conferences, peer editing

Summative: Final Argument Essay

Instructional Focus 3	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources
<b>Writing to Inform</b>  <b>Suggested Time Frame:</b> <b>9 weeks</b>	<b>Reading Literature</b>			<a href="#">Google Drive</a> (containing rubrics, lecture materials, other resources)  <b>minimum of:</b> <ul style="list-style-type: none"> <li>1 credible online source</li> <li>1 journal article from a database accessed via ProQuest or SIIRS</li> <li>1 book in print</li> </ul>
	<b>Reading Informational Text</b>	<p><a href="#">9-10.RI.1</a> Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RI.7</a> 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><a href="#">9-10.RI.8</a> Delineate (break down) 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.</p> <p><a href="#">9-10.RI.10</a> By the end of the year, read and comprehend literary nonfiction and informational text at the high end of grades 9–10 text complexity band</p>	<ul style="list-style-type: none"> <li>Inferences</li> <li>Explicit</li> <li>Analyze</li> <li>cite</li> <li>textual</li> <li>analysis</li> <li>evidence</li> <li>bias</li> <li>subjective</li> <li>objective</li> <li>accounts</li> <li>relevant</li> <li>sufficient</li> <li>fallacious</li> <li>valid</li> <li>assess</li> <li>evaluate</li> </ul>	

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		<p>independently and proficiently.</p> <p>A. Read and comprehend with proficiency at grade level.</p> <p>B. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>C. Read widely to understand multiple perspectives and diverse viewpoints.</p>		
	Writing	<p><a href="#">9-10.W.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. 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).</p> <p><a href="#">9-10.W.4</a> Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.</p> <p><a href="#">9-10.W.5</a> Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support</p>	<ul style="list-style-type: none"> <li>• Informative and explanatory texts</li> <li>• Transitional devices</li> <li>• Domain specific vocabulary</li> <li>• Thesis statement</li> <li>• Concluding Statement</li> <li>• Tone</li> <li>• Audience</li> <li>• Purpose</li> <li>• Task</li> <li>• Informal/Casual</li> <li>• Formal</li> <li>• Credibility</li> <li>• Capacity</li> <li>• Flexibility</li> <li>• Technology</li> <li>• synthesize</li> <li>• research project</li> <li>• plagiarism</li> <li>• credible source</li> <li>• primary/secondary source</li> <li>• narrow/broaden topic</li> <li>• relevant</li> <li>• authoritative</li> <li>• credible</li> <li>• integrate</li> <li>• plagiarism</li> <li>• citation</li> <li>• advanced search</li> <li>• methods</li> <li>• assess</li> <li>• standard format</li> <li>• thesis</li> <li>• copyright</li> </ul>	

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		<p>from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p><a href="#">9-10.W.6</a> 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><a href="#">9-10.W.7</a> 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><a href="#">9-10.W.8</a> 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.</p> <p><a href="#">9-10.W.9</a> Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 9–10 Reading standards for literature to writing.</p> <p>B. Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing.</p> <p><a href="#">9-10.W.10</a> Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> <li>• primary and secondary sources</li> <li>• integrity</li> <li>• Theme</li> <li>• Credible</li> <li>• Relevant</li> <li>• Evidence</li> <li>• Fallacy</li> <li>• Biased</li> <li>• Allude</li> <li>• Analysis</li> <li>• Non-fiction</li> <li>• Literary</li> <li>• Informational texts</li> <li>• Reflection</li> <li>• Specific claims</li> <li>• Point-of-view</li> <li>• Revision</li> <li>• Editing</li> </ul>	
	Speaking and Listening	<p><a href="#">9-10.SL.4</a> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<ul style="list-style-type: none"> <li>• Supporting Evidence</li> <li>• Line of Reasoning</li> </ul>	

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		<p><a href="#">9-10.SL.5</a> Integrate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><a href="#">9-10.SL.6</a> Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>		
	Language	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><a href="#">9-10.L.2</a> Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p><a href="#">9-10.L.3</a> 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.</p> <p><a href="#">9-10.L.4</a> 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.</p>	<ul style="list-style-type: none"> <li>• Appositive phrase</li> <li>• Gerund phrase</li> <li>• Participial phrase</li> <li>• Infinitive phrase</li> <li>• Independent clause</li> <li>• Subordinate clause</li> <li>• Adjective clause</li> <li>• Adverb clause</li> <li>• Noun clause</li> <li>• Conjunctive adverb</li> <li>• Independent clause</li> <li>• Dependent clause</li> <li>• Syntax</li> </ul>	

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		<p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>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).</p>		
<p><b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?</p> <p>Formative: graphic organizers, note card checks, paragraph checks/conferences, peer editing</p> <p>Summative: Final essay and oral presentation accompanied by digital visual aid (i.e. Google Slides, Canva presentation, Prezi, PowerPoint, etc.)</p>				

Instructional Focus 4	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources
Grammar  <b>Suggested Time Frame:</b>  Entire Semester	Reading Literature			<a href="#">Google Drive</a> (containing rubrics, lecture materials, other resources)  <b>No Red Ink</b> <ul style="list-style-type: none"> <li>unit diagnostic</li> <li>unit practice</li> <li>unit growth quiz</li> </ul>
	Reading Informational Text			
	Writing	9-10.W.1C. Use transitional 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.		

(10 minutes work per class period)		<a href="#">9-10.W.2</a> 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.		
	Speaking and Listening			
	Language	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><a href="#">9-10.L.2</a> Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p><a href="#">9-10.L.4</a> 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.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<ul style="list-style-type: none"> <li>• Active &amp; Passive Voice</li> <li>• Parallel Structure</li> <li>• Colon</li> <li>• Semicolon</li> <li>• Dialogue</li> <li>• quotation mark</li> <li>• MLA citations</li> <li>• in-text citations</li> <li>• Commonly Confused Words</li> <li>• Comma</li> <li>• Comma Splice</li> <li>• Verb</li> <li>• Verb tense</li> <li>• Dangling modifier</li> <li>• Misplaced Modifiers</li> <li>• Independent clause</li> <li>• Dependent Clause</li> <li>• Conjunction</li> <li>• Incomplete sentence</li> <li>• Complete thought</li> <li>•</li> </ul>	
<p><b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?</p> <p>Formative: diagnostic quizzes, practice modules via NoRedink, bellringers, SmartBoard work</p> <p>Summative: Unit growth quizzes; end of semester growth quiz</p>				