

Granite School District  
9th Grade ELA Utah State Core Standards 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 Core recognizes that the content for English Language Arts differs from that of other content areas. The State Core Standards are the content. The materials - such as novels, primary documents, and organizers - are merely the vehicle (see Approved Materials below). Each teacher within Granite School District is expected to follow the curriculum maps. The areas below marked with an asterisk represent the science of teaching. Teachers need to follow these explicitly. The other areas listed on the map represent the art of teaching. Although it is expected that every class will include these elements, there is leeway for the teacher, departments, and networks to determine the specifics. The following explains the intent and application of each section of the map:

<b>*Focus Standards</b>	English is an integrated curriculum. The purpose of the Focus Standards is not to limit integration but to focus on certain skills for mastery. By focusing on a limited number of standards for mastery each quarter, the Utah State Core can be covered by the end of the year. Focusing on specific standards will ensure that students moving from one school to the next will be mastering the same content/standard during the same quarter. The Focus Standards are expected to be followed by all teachers in the district.
<b>*Content Objectives (I Can)</b>	These are the essential concepts/skills for the English Language Arts. All schools are expected to work with the same I Can 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 I Can statements will restate the core standard since the standard is the content.
<b>*Key Concepts for Differentiation</b>	<p style="text-align: center;"><input type="checkbox"/> Marked with a key in the I Can column.</p> <p><b>Definition:</b> In an effort to assist teachers in the process of differentiation in Tier I teaching, Key Concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students.</p> <p>These concepts cover minimum, basic skills and knowledge every student must master. However, Key Concepts for Differentiation <u>are not</u> an alternative to the Utah Core Standards; rather they emphasize which concepts to prioritize for differentiation.</p> <p><b>Note:</b> A discussion of interventions and extensions is located in the box on differentiation.</p>
<b>Language Objectives (Will Do)</b>	This is <u>how</u> a student will demonstrate that he/she understands the concept. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students
<b>*Academic Vocabulary</b>	These are terms pulled from the State Core that students must comprehend to master skills, discuss content, and pass tests. It is expected that the Academic Vocabulary be taught in all classes.
<b>Assessment</b>	In addition to state and district required assessments, teachers should use their art to determine appropriate means to monitor student progress and understanding. Formative assessments, such as checks for understanding, should be ongoing and constant. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

<b>Differentiation</b>	<p>“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) Differentiation in the secondary classroom includes both intervention and extension. Secondary ELA teachers are expected to differentiate for all students’ needs.</p> <p><b>Interventions</b> – Interventions are those supplemental procedures put in place to help the struggling student. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.</p> <p><b>Note:</b> The Keys for differentiation are only intended for those students who struggle the most. Interventions are intended for the larger group needing a variety of different learning experiences to meet all of the expected standards.</p> <p><b>Extensions</b> – Extensions are adaptations made for the advanced learner. Advanced learners need differentiation in instruction to guarantee growth. It is expected that differentiation for these students meet individual needs. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.</p>
<b>*Approved Materials</b>	<p>The choice of vehicle for teaching a skill is to be determined by the teacher, department, and/or network within the parameters of the approved materials. The Granite School District approved texts for secondary classes are:</p> <p><a href="#"><i>Holt Elements of Literature and Holt Elements of Language</i></a></p> <p><a href="#">MYAccess! (Writing)</a></p> <p><a href="#">Approved Novels List (Novels List)</a> - All lengthy pieces of work used in either whole group or small group instruction, both fiction and non-fiction, must be approved through the designated process. Following is a statement from the board policy on novels:</p> <p><u>Teacher Charge</u></p> <p>It is important to note that any lengthy work, fiction or non-fiction, used in whole group or small group (such as literary circles) <b>must</b> be from the Granite District Approved Novels List.</p> <p>In addition to <u>only</u> using novels from the approved list, teachers must also use their best judgment (considering lexile levels, interest levels, State Core standards, individual community standards and student need) in choosing materials from the approved list for their classes.”</p>

**Notes:**

**Additional Resources:** It is recognized that there are many great resources that can enhance teaching. Examples: [Safari Montage](#), [USOE Digital Textbooks](#), [State Core Appendices](#), [State Writing Rubrics](#), [State Close Reading Rubrics](#), [UEN performance tasks and lesson plans](#), [the Teaching Channel](#), other

Exercise extreme caution when using sources not on the official Approved Materials list. It is the responsibility of the teacher to ensure that anything used in class or required of students is appropriate for the purpose, students, and community. Always read the materials thoroughly before using them with students.

Teachers must also keep in mind that any lengthy piece of work from any source must first be on the novels list before being used in class or in small group.

**Department and Network Alignment:** Departments and networks are advised to align materials, such as novels, both at grade level and vertically, to avoid duplication and to keep communication open with departments and with feeder schools. It is also advisable for schools to create a reference guide for teachers that identify books, ideas, and resources available at the school.

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

**FOCUS STANDARDS OVERVIEW** - Refer to the [Utah State Core Standards](#) for complete standard and grade level expectation.

Qtr	Reading Literature	Reading Informational Text	Writing	Speaking/Listening	Language
1	<p>RL.9-10.1 Cite textual evidence, (explicitly and inferences)</p> <p>RL.9-10.2 Determine central ideas or themes. Summarize.</p> <p>RL.9-10.3 Analyze complex characters.</p> <p>RL.9-10.4 Interpret words and phrases, (connotative, tone, figurative.)</p>	<p>RI.9-10.1 Cite textual evidence, (explicitly and inferences)</p> <p>RI.9-10.2 Determine central ideas or themes. Summarize.</p> <p>RI.9-10.3 Analyze how an author unfolds ideas or events.</p> <p>RI.9-10.4 - Interpret words and phrases, (connotative, tone, figurative.)</p>	<p><b>Review of Writing Process</b> W.9-10.4 Produce writing appropriate for task, audience, and purpose.</p> <p>W.9-10.5 Plan for and revise writing for conventions, audience, and purpose.</p> <p>W.9-10.6 Use technology to produce, publish and update writing.</p> <p>W.9-10.9 Draw evidence from literary and informational text.</p>	<p>SL.9-10.1 Participate in collaborative discussions by reading and researching the topic.</p> <p>SL.9-10.2 Present with diverse media</p>	<p>L.9-10.2 Demonstrate command of capitalization, spelling, semicolon, and colon.</p> <p>L.9-10.4 Determine meanings for words and phrases through context and utilization of structural changes, (e.g., parts of speech).</p>
2	<p>RL.9-10.1 Cite textual evidence.</p> <p>RL.9-10.4 Interpret words and phrases for connotation, tone, and figurative language.</p> <p>RL.9-10.5 Analyze the use and effects of text structure (stanza, scene, and flashbacks). Use order of events, flashback, and parallel plot structure to understand text.</p>	<p>RI.9-10.8 Evaluate claims and arguments for relevance and sufficiency.</p> <p>RI.9-10.9 Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance.</p>	<p><b>Argument Writing</b> W.9-10.1 Write organized arguments with precise claims and counterclaims.</p> <p>W.9-10.7 Conduct research and determine credibility of sources.</p> <p>W.9-10.8 Gather information from authoritative sources. Avoid plagiarism.</p> <p>W.9-10.9 Draw evidence from literary and informational text.</p>	<p>SL.9-10.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL.9-10.4 Present information appropriate to task, audience, and purpose clearly, concisely, and logically.</p>	<p>L.9-10.1 Utilize phrases and clauses for sentence variety.</p> <p>L.9-10.3 Understand how language functions in different contexts and utilize MLA format for English.</p> <p>L.9-10.6 Utilize academic vocabulary accurately.</p>
3	<p>RL.9-10.6 Use point of view to compare cultural experiences.</p> <p>RL.9-10.7 Determine and analyze how subject or scene is represented in two mediums.</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material.</p>	<p>RI.9-10.5 Analyze text structure details (sentences, paragraphs, etc.).</p> <p>RI.9-10.6 Determine author's point of view or purpose and analyze rhetoric.</p> <p>RI.9-10.7 Determine and analyze how a subject is represented in various mediums.</p>	<p><b>Informational Writing</b> W.9-10.2 Write well-organized, informative/explanatory text.</p> <p>W.9-10.7 Conduct research and determine credibility of sources.</p> <p>W.9-10.8 Gather information from authoritative sources. Avoid plagiarism.</p> <p>W.9-10.9 Draw evidence from literary and informational text.</p>	<p>SL.9-10.5 Select digital media to enhance understanding,</p>	<p>L.9-10.3 Understand how language functions in different contexts and utilize MLA format for English.</p> <p>L.9-10.5 Analyze the role of figurative language and word relationships in word meanings.</p>
4	<p>RL.9-10.5 Use order of events, flashback, and parallel plot structure to understand text.</p> <p>RL.9-10.6 Use point of view to compare cultural experiences.</p> <p>RL.9-10.10 Read and comprehend literature and informational text on the 9-10 text complexity level.</p>	<p>RI.9-10.7 Analyze life stories in print and other media.</p> <p>RI.9-10.10 Read and comprehend literature and informational text on the 9-10 text complexity level.</p>	<p><b>Narrative Writing</b> W.9-10.3 Write narrative with a narrator, characters, dialogue, and multiple points of view.</p> <p>W.9-10.10 Write routinely over short and extended time frames.</p>	<p>SL.9-10.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL.9-10.4 Present information appropriate to task, audience, and purpose clearly, concisely, and logically.</p> <p>SL.9-10.6 Adapt speech to variety of contexts (e.g., formal, informal).</p>	<p>L.9-10.2 Demonstrate command of capitalization, spelling, semicolon, and colon.</p> <p>L.9-10.5 Analyze the role of figurative language and word relationships in word meanings.</p>

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 1**

Quarter 1 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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 the text.</li> <li>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> <li>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).</li> </ul> <p><b>Writing – Review of writing process</b></p> <ul style="list-style-type: none"> <li>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 61.)</li> <li>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.</li> <li>W.9-10.9 Draw evidence from literary or informational text to support analysis, reflection, and research.             <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading Standards to literature (i.e., “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]”).</li> <li>Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “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”).</li> </ol> </li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)</i></li> <li>• I can determine central ideas or themes and summarize literary texts. (RL2)</li> <li>• I can analyze complex characters. (RL3)</li> <li>• I can interpret words and phrases for connotation, tone and figurative language. (RL4)</li> <li><input type="checkbox"/> <i>I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RI1)</i></li> <li>• I can determine central ideas and summarize nonfiction. (RI2)</li> <li>• I can analyze how an author relays a series of ideas or events. (RI3)</li> <li>• I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)</li> <li>• I can write for a variety of tasks, audiences, and purposes. (W4)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will read a short story and write a summary.</p> <p><u>Example:</u> I will complete a graphic organizer with my plan for revising my writing.</p> <p><u>Example:</u> I will write to share my learning.</p>	<ul style="list-style-type: none"> <li>• advocate, advocacy</li> <li>• analyze</li> <li>• audience</li> <li>• central idea</li> <li>• cite</li> <li>• coherent</li> <li>• collaborative</li> <li>• connotative and technical meanings</li> <li>• cumulative</li> <li>• cumulative impact</li> <li>• diverse perspectives</li> <li>• dynamically</li> <li>• editing</li> <li>• figurative</li> <li>• formal</li> <li>• inference</li> <li>• informal tone</li> <li>• initiate</li> <li>• objective summary</li> <li>• parallel construction</li> <li>• purpose</li> <li>• revising</li> <li>• textual evidence</li> <li>• theme</li> <li>• tone</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• absolute phrase</li> <li>• adjective phrase</li> <li>• adverbial phrase</li> <li>• colon</li> <li>• dependent clause</li> <li>• independent clause</li> <li>• noun phrase</li> <li>• participial phrase</li> <li>• prepositional phrase</li> <li>• semi-colon</li> <li>• verb phrase</li> </ul>

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>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 <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.             <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> </li> <li>SL.9-10.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</li> </ul> <p><b>Language</b></p> <p>For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol> </li> <li>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.             <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> <li>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).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can plan revisions for my writing that include conventions, audience and purpose. (W5)</li> <li>I can publish and update writing using technology. (W6)</li> <li><input type="checkbox"/> <i>I can draw evidence from literary and informational text. (W9)</i></li> <li>I can participate in collaborative discussions. (SL1)</li> <li>I can present with diverse media. (SL2)</li> <li><input type="checkbox"/> <i>I can demonstrate command of capitalization, spelling, semicolon, and colon. (L2)</i></li> <li>I can use context and word structure to determine word meaning. (L4)</li> </ul>		
<p><b>Assessments</b></p>	<p><b>Interventions</b></p>	<p><b>Extensions</b></p>	
<p><b>State and district mandated assessment.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments as determined by teacher</li> <li>Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Peer tutoring/translating</li> <li>Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

For lesson design help, see [Approved Materials](#) and [Additional Resources](#) from page 2.

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 2**

Quarter 2 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>RL.9-10.4 A Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>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.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</li> </ul> <p><b>Writing – Argument Writing</b></p> <ul style="list-style-type: none"> <li>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.               <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> <li>W.9-10.7 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.</li> <li>W.9-10.8 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.</li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>I can cite textual evidence. (RL1)</i></li> <li>• I can interpret words and phrases for connotation, tone, and figurative language. (RL4)</li> <li>• I can analyze how an author’s choices concerning how to structure a text, order events within it. (RL5)</li> <li>• I can evaluate claims and arguments for relevance and sufficiency. (RI8)</li> <li>• I can analyze seminal documents for significance. (RI9)</li> <li>• I can write organized arguments with precise claims and counterclaims with sufficient, relevant evidence. (W1)</li> <li><input type="checkbox"/> <i>I can conduct research and determine credibility of sources. (W7)</i></li> <li>• I can effectively gather information with citations while avoiding plagiarism. (W8)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will utilize Easybib or Citation Creator to generate citations for three websites in an MLA format.</p> <p><u>Example:</u> I will read and summarize evidence from two articles that support my claim and two articles that disagree and include a citation for each article in MLA format.</p> <p><u>Example:</u> I will write an argument with a precise claim.</p>	<ul style="list-style-type: none"> <li>academic word</li> <li>arguments</li> <li>authoritative</li> <li>cite</li> <li>claims</li> <li>cohesion</li> <li>connotative meanings</li> <li>contexts</li> <li>counterclaims</li> <li>cumulative impact</li> <li>delineate</li> <li>discipline type</li> <li>distorted evidence</li> <li>domain-specific words</li> <li>evaluate</li> <li>evidence</li> <li>exaggerated evidence</li> <li>fallacious reasoning</li> <li>figurative meaning</li> <li>formal</li> <li>formal style</li> <li>inference</li> <li>informal tone</li> <li>inquiry</li> <li>integrate</li> <li>objective tone</li> <li>plagiarism</li> <li>precise claims</li> <li>reflection</li> <li>relevant</li> <li>seminal</li> <li>standard format for citation</li> <li>substantive topics</li> <li>sufficient</li> <li>synthesize</li> <li>textual evidence</li> <li>valid</li> <li>writing type</li> </ul>

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

<p><b>Writing – Argument Writing - Continued</b></p> <ul style="list-style-type: none"> <li>W.9-10.9 Draw evidence from literary or informational text to support a analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading Standards to literature (i.e., “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]”).</li> <li>b. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “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”).</li> </ul> </li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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, substance, and style are appropriate to purpose, audience, and task.</li> </ul> <p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> </li> <li>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. <ul style="list-style-type: none"> <li>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ul> </li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw evidence from literary and informational text. (W9)</li> <li>I can evaluate speaker’s point of view, reasoning, and use of evidence. (SL3)</li> <li>I can concisely and logically present information. (SL4)</li> <li>I can utilize phrases and clauses for sentence variety. (L1)</li> <li>I can use MLA format in English classes. (L3)</li> <li>I can use academic vocabulary accurately. (L6)</li> </ul>		
<p><b>Assessments</b></p> <p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments as determined by teacher</li> <li>Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Interventions</b></p> <p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Word walls</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Peer tutoring/translating</li> <li>Teacher mentoring</li> </ul>	<p><b>Extensions</b></p> <p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

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Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 3**

Quarter 3 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> <li>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</li> <li>RI.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 play by Shakespeare).</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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 in each account.</li> </ul> <p><b>Writing – Informational Writing</b></p> <ul style="list-style-type: none"> <li>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.               <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol> </li> <li>W.9-10.7 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.</li> <li>W.9-10.8 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.</li> </ul> <p><b>Writing – Informational Writing - Continued</b></p>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can use point of view to compare cultural experiences in literary text. (RL6)</li> <li>I can analyze subjects or scenes in two different artistic mediums. (RL7)</li> <li>I can identify an author’s use of source material. (RL9)</li> <li>I can analyze how ideas or claims are developed. (RI5)</li> <li>I can determine and analyze point of view in informational text. (RI6)</li> <li>I can analyze the accounts of same subject in two different mediums. (RI7)</li> <li>I can write well-organized, informative/explanatory text formatted to include graphics and multimedia. (W2)</li> </ul> <p><input type="checkbox"/> <i>I can conduct research and determine credibility of sources. (W7)</i></p> <p><input type="checkbox"/> <i>I can effectively gather information with citations while avoiding plagiarism. (W8)</i></p> <p><input type="checkbox"/> <i>I can draw evidence from literary and informational text. (W9)</i></p> <ul style="list-style-type: none"> <li>I can enhance understanding with digital media. (SL5)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will analyze the effect of the last stanza on the poem and explain my analysis to my partner.</p> <p><u>Example:</u> I will share my analysis of four stanzas of a poem with a Prezi, PowerPoint, or iMovie with multimedia.</p> <p><u>Example:</u> I will list evidence from two stories to illustrate differences in cultural point of view</p>	<ul style="list-style-type: none"> <li>cohesion</li> <li>contexts</li> <li>cultural experience</li> <li>denotation</li> <li>dialogue</li> <li>digital media</li> <li>digital sources</li> <li>euphemism</li> <li>fallacious</li> <li>graphical media</li> <li>inquiry</li> <li>integrate</li> <li>interactive media</li> <li>medium</li> <li>MLA style</li> <li>multiple authoritative print</li> <li>mystery</li> <li>nuance</li> <li>oxymoron</li> <li>pacing</li> <li>pacing multiple plot lines</li> <li>parallel plots</li> <li>plagiarism</li> <li>point of view</li> <li>purpose</li> <li>rhetoric</li> <li>sequence</li> <li>style</li> <li>substance</li> <li>surprise</li> <li>synthesize</li> <li>tension</li> <li>textual media</li> </ul>

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

<ul style="list-style-type: none"> <li>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.             <ol style="list-style-type: none"> <li>Apply <i>grades 9–10 Reading Standards</i> to literature (i.e., “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]”).</li> <li>Apply <i>grades 9–10 Reading Standards</i> to literary nonfiction (i.e., “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”).</li> </ol> </li> </ul> <p><b>Speaking/Listening</b> SL.9-10.5 Make strategic use of 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><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>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.             <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> </ol> </li> <li>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.             <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can utilize MLA format in English classes. (L3)</li> <li>I can determine how word relationships and figurative language affects text. (L5)</li> </ul>		
<p><b>Assessments</b></p> <p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments determined by teacher</li> <li>Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Interventions</b></p> <p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Peer tutoring/translating</li> <li>Teacher mentoring</li> </ul>	<p><b>Extensions</b></p> <p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

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Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 4**

Quarter 4 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> <li>RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>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 in each account.</li> <li>RI.9-10.10 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.</li> </ul> <p><b>Writing – Narrative</b></p> <ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> </li> <li>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</li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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, substance, and style are appropriate to purpose, audience, and task.</li> <li>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 on pages 61 for specific expectations.)</li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can use order of events, flashback, and parallel plot structure to understand text. (RL5)</li> <li>I can use point of view to compare cultural experiences. (RL6)</li> <li>I can read and comprehend literature at grade level. (RL10)</li> <li>I can analyze life stories in print and other media. (RI7)</li> <li>I can read and comprehend nonfiction at grade level. (RI10)</li> <li><input type="checkbox"/> <i>I can write a narrative with narrator, characters, dialogue, and multiple points of view. (W3)</i></li> <li>I can write routinely over both extended and short time frames. (W10)</li> <li>I can evaluate speaker’s point of view, reasoning, and use of evidence. (SL3)</li> <li>I can give clear, concise presentations. (SL4)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will read to understand how culture affects point of view.</p> <p><u>Example:</u> I will write a narrative about a central idea or theme with characters, dialogue, and at least two points of view.</p> <p><u>Example:</u> I will create a presentation in iMovie, Presi, or Power Point illustrating euphemisms for a central idea or concept in at least three cultures.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>coherent whole</li> <li>cultural experience</li> <li>denotations</li> <li>description</li> <li>dialogue</li> <li>distorted evidence</li> <li>effective technique</li> <li>euphemism</li> <li>event sequences</li> <li>exaggerated evidence</li> <li>fallacious reasoning</li> <li>figurative language</li> <li>flashbacks</li> <li>formal English</li> <li>historical significance</li> <li>literary significance</li> <li>manipulate</li> <li>mediums</li> <li>multimedia</li> <li>multiple plots</li> <li>narrative</li> <li>nuances</li> <li>oxymoron</li> <li>pacing</li> <li>pacing</li> <li>parallel plots</li> <li>point of view</li> <li>reflection</li> <li>related themes</li> <li>seminal</li> <li>sensory imagery</li> <li>smooth progression</li> <li>structure</li> <li>tension</li> <li>text complexity</li> </ul>

Granite School District  
9th Grade ELA Utah State Core Standards Curriculum Map

<p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>• L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul> </li> <li>• L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.             <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>I can adapt my speech for a variety of contexts. (SL6)</i></li> <li><input type="checkbox"/> <i>I can demonstrate command of capitalization, spelling, semicolon, and colon. (L2)</i></li> <li>• I can determine how word relationships and figurative language affects text. (L5)</li> </ul>		
Assessments	Interventions	Extensions	
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>• Formative assessments as determined by teacher</li> <li>• Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Adjust length of required writing</li> <li>• Adjust vocabulary and text complexity</li> <li>• Explicit teaching of Tier Two academic language</li> <li>• Cooperative learning</li> <li>• Peer tutoring/translating</li> <li>• Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Adjust text complexity</li> <li>• Recommendation for honors placement</li> <li>• Departmental electives</li> <li>• Tutoring</li> <li>• Project-based learning</li> <li>• Cross-curricular project-based learning</li> </ul>	

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