

2023-2024 CVUSD ELA Standards Map – Grade 9
[Intro to Secondary Literacy Focus Areas](#)
ANYTHING UNDERLINED BLUE IS A LINK!

[Assessment List](#)

MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS

Gr9_English 1_CMap

Gr9-10_ELD_CMap

[Secondary Assessment Calendar](#)

Primary Annual Objectives	<p>*Determine the central idea of a text, analyze the ideas and events presented (figurative, connotative language) *Delineate and evaluate an argument by examining a claim and the evidence provided to support that claim *Deconstruct the prompt and write a competent thesis statement *Write expository paragraphs embedding textual evidence</p> <p>*Analyze an author’s purpose and their use of rhetoric and the impact of word choice on tone *Analyze connections between ideas and events and analyze accounts in different mediums *Write a competent introductory paragraph or rhetorical precis</p>			
	1st Quarter: August 24-October 27, 2023	2nd Quarter: October 30, 2023 - January 23, 2024	3rd Quarter: January 24 – April 08, 2024	4th Quarter: April 09, 2024 – June 11, 2024
District Assessments				
DISTRICT Assessments	<p align="center"><u>i-Ready</u> Diagnostic: Aug 28 - Sep 22</p> <p align="center">ELD Benchmark Sept 25 - Oct 20 Gr9-10_ELD_Listening Gr9-10_ELD_Reading Gr9-10_ELD_Speaking Gr9-10_ELD_Writing</p>	<p align="center"><u>i-Ready</u> Diagnostic: Jan 08-Feb 2</p> <p align="center">District Assessment: <u>Explanatory/Informative Prompt:</u> <u>Informative Essay</u> (Claim, Evidence, Reason) Nov 6 - 17 Students will write essay within MasteryConnect Gr9_Q2_Informative PT <u>Rubric</u></p>	<p align="center">State Assessment: ELPAC Feb 1 - March 28</p> <p align="center">District Assessment: <u>Argumentative Prompt:</u> <u>Argument Essay</u> March 11 - 22 Students will write essay within MasteryConnect Gr9_Q3_Argument PT <u>Rubric</u></p>	<p align="center"><u>i-Ready</u> Diagnostic: May 1 - June 11</p>
Optional Common Assessments				
OPTIONAL Assessments	<p align="center">Semester Writing Enrichment Collections Performance Assessment Workbook Informative Essay Task 2 (Claim, Evidence, Reason)</p> <p align="center">College Application Writing Pre-Work <u>UC Insight Prompt</u> (#6)</p>	<p align="center">Optional: PLC designed <u>SOAPStone</u> <u>Performance Task B: Analytical Essay</u></p>	<p align="center">Semester Writing Enrichment Collections Performance Assessment Workbook <u>Argumentative Essay Task 1</u> (NVF evidence, elaboration)</p>	<p align="center">Optional: PLC Designed 12 Steps of a Hero’s Journey College Application Writing Pre-Work <u>UC Insight Prompt #3</u></p>
Collections Textbook Resources and supplemental options				

Themes	Finding Common Ground	A Matter of Life and Death	The Struggle for Freedom	Heroes and Quests
Essential Questions	How do we find common ground regardless of our individual differences?	Does survival require selfishness? What character traits are necessary for survival?	Is freedom ever given, or must it be demanded?	What compels people (or characters) to set off on a journey – physical, mental, or spiritual? What do they learn?
Collections Curriculum Anchor Texts <i>*Online HRW TE collection link requires you to log in to Clever acct and takes you to last page you searched click contents and find collection you need.</i>	ONLINE HRW TE - go to COLLECTION 1 PDF COLLECTION 1 Textbook <ul style="list-style-type: none"> • “A Quilt for Our Country” p. 3 ONLINE HRW COLLECTION 4 PDF COLLECTION 4 <ul style="list-style-type: none"> • “Romeo and Juliet” p. 108 Close Reader <ul style="list-style-type: none"> • Short Story: “Making the Future Better Together” (pg. 3) • “Night Calls” (pg. 9) • “Oklahoma Bombing Memorial Address” (pg.19) 	Online HRW TE go to COLLECTION 5 PDF COLLECTION 5 Textbook <ul style="list-style-type: none"> • Memoir: from Night p.307 • Poetry: “The End of the Beginning” p. 351 Close Reader <ul style="list-style-type: none"> • Memoir: <i>from An Ordinary Man</i> • Speech: “Truth at All Costs” • Poetry: “The Survivor” and Who Understands Me but Me 	Online HRW TE go to COLLECTION 2 PDF COLLECTION 2 Textbook <ul style="list-style-type: none"> • Speech: “ I Have a Dream” p. 48 • March on Washington Video (find link) • Speech: A Eulogy for Dr. Martin Luther King Jr. Close Reader <ul style="list-style-type: none"> • Short Story: The Prisoner Who Wore Glasses 	Online HRW TE Go to COLLECTION 6 PDF COLLECTION 6 Textbook <ul style="list-style-type: none"> • Epic Poem: from the Odyssey p. 369 Close Reader <ul style="list-style-type: none"> • Epic Poem: from the Odyssey, The Cyclops • Nonfiction: from The Good Soldiers
Additional Options	<ul style="list-style-type: none"> • The Most Dangerous Game • The Sniper 	<ul style="list-style-type: none"> • The Gift of the Magi 	<ul style="list-style-type: none"> • Poetry: “The Road Not Taken” • Still I Rise • The Rose that Grew from Concrete • Mother to Son • I Hear America Singing 	<ul style="list-style-type: none"> • Hades and Persephone • Pandora’s Box
Novel study Supplemental material	Collections Novel wise: I Know Why the Caged Bird Sings Barrio Boy El Bronx Remembered Outside Novel Options: (depends on what each library carries) Freedom Writers (excerpts) Restart All Your Twisted Secrets Snitch	Collections Novel wise: To Kill a Mockingbird The Afterlife Night Outside Novel Options: (depends on what each library carries) Child called It Go ask Alice Speak	Collections Novel wise: Monster Lupita Manana Outside Novel Options: (depends on what each library carries) The Skin I’m In Allegedly	Collections Novel wise: Red Badge of Courage Outside Novel Options: (depends on what each library carries) Percy Jackson Hunger Games
Essential Standards				

<p>Writing Standards and Focus</p>	<p>W 2 Write informative or explanatory texts to convey information clearly and accurately through effective selection, organization, and analysis of content. a. Introduce a topic or thesis statement b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information</p>	<p>W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W 2 Write informative or explanatory texts to convey information clearly and accurately through effective selection, organization, and analysis of content. a. Introduce a topic or thesis statement b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information.</p>	<p>W 2 Write informative or explanatory texts to convey information clearly and accurately through effective selection, organization, and analysis of content. a. Introduce a topic or thesis statement b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information. W 1 Write arguments (if possible within time restraints)</p>
<p>Reading Standards and Focus</p>	<p>RI 1/RL 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI 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.</p>	<p>RI 4/RL 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.</p>	<p>RL 3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL 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.</p>
<p>Language Standards</p>	<p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure (including pronoun antecedent agreement). L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. Conventions: absolute phrases, sentence length, transitions</p>			
<p>ELD Standards and Focus</p>	<p>Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p>	<p>Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia).</p>	<p>Productive 9. Expressing information and ideas in formal oral presentations on academic topics. *4-pic narrative *recitation *voice over *iMovie *Adobe Spark *edPuzzle *Prezi</p>	<p>Productive 11. Justifying own arguments and evaluating others' arguments in writing. *paragraphs/essays *annotations *jigsaw *peer review *debates *Philosophical chairs *TM *Socratic seminar 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. *editing *academic word lists/language frames *revising *slide shows *vocab analysis *3 column notes *</p>
<p>Recommended Secondary Standards</p>	<p>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. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p>		<p>W.9-10. 1 Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both</p>	
<p>Additional HMH Collection Standards</p>	<p>RL 2, RL 4 RI 3, RI 4, RI 6 W 3, W 3a–e, W 4, W 5, W 6, W 9a–b SL 1, SL 1a, SL 4, SL 5, SL 6 L 1b, L 4a–d, L 5a</p>	<p>RL 1, RL 3, RL 4, RL 5 RI 3, RI 4, RI 5 W 1a–e, W 2, W 9a–b SL 1a–d, SL 3, SL 4, SL 6 L 4a, L 4, L 4c, L 5a</p>	<p>RL 1, RL 5 RI 5, RI 6, RI 7, RI 9 W 2, W 3, W 4, W 9 SL 4 L 1, L 1a, L 2a–b, L 4, L 4d, L 6</p>	<p>RL 6 RI 1, RI 8 W 2, W 2a–f, W 9a–b SL 1a L 3, L 4c, L 5a, L 5b</p>
<p>Senior Portfolio (in Google Drive)</p>				
	<p>Student Activity Log UC Insight Question #6</p>	<p>Build background on A-G Requirements and Grad Requirements</p>	<p>UC Insight Question #3</p>	<p>Build background on A-G Requirements and Grad Requirements</p>
<p>Instructional Practices</p>	<p>*Academic language frames *TPS *Socratic seminar *Philosophical chairs *Plot/structure/diagram *NVF *Instructional videos *Dialectical journals *Interactive notebook *AVID WICOR strategies *Thinking Maps * SOAPStone</p>			

Instructional Practices	AVID Pre-reading activity 2.1 Close Reading and Mark the Text Sample Marking the Text Fiction Marking the Text Nonfiction Vocabulary Development Bookmarks Comprehension Strategies	Annotating: Writing in the Margins Clarification Checking for Understanding Historical and Rhetorical Context Analyzing Evidence Analyzing Rhetorical Devices	Annotating: Writing in the Margins Clarification Checking for Understanding Historical and Rhetorical Context Analyzing Evidence Analyzing Rhetorical Devices Rhetorical Precis Worksheet	Review previous quarters for any gaps which may need additional enrichment.
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