

**Southington Public Schools**  
**Curriculum Map**  
**Subject: English/Language Arts**

**Grade: 9**

UNIT TITLE	Citing Evidence and Using the Writing Process	Literature In Action	Literature and Argument	Shakespeare in the 21 <sup>st</sup> Century
<b>CONTENT</b>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• Annotate texts to construct meaning.</li> <li>• Draw conclusions and cite textual evidence for support.</li> <li>• Make and justify inferences citing relevant textual evidence as support.</li> <li>• Identify and analyze how details in a text enhance meaning.</li> <li>• Identify how types of text differ.</li> <li>• Use multiple strategies to determine the denotative, connotative, and technical meanings of words and phrases.</li> <li>• Apply the writing process when creating, planning, and producing a written piece.</li> <li>• Create a clear, meaningful thesis statement and relevant paragraph claims.</li> <li>• Edit and revise written products for clarity and coherence.</li> <li>• Use MLA format.</li> <li>• Demonstrate proficient use of the conventions of writing (capitalization, punctuation, and spelling).</li> <li>• Use appropriate resources for proofreading and editing.</li> <li>• Participate in collaborative discussions to analyze text topics and concepts</li> </ul>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• Identify and discuss the underlying theme or main idea in texts.</li> <li>• Analyze the development of a theme or central idea over the course of a text.</li> <li>• Discuss and analyze how complex characters develop, interact with other characters, and advance plot/develop theme.</li> <li>• Identify and effectively analyze the conventions of fictional narratives and to evaluate the text.</li> <li>• Analyze meaning of a given text, phrase, or word using strongly supported conclusions and inferences.</li> <li>• Identify the author’s use of diction and syntax and the way it influences or advances his/her point of view or purpose.</li> <li>• Provide an accurate summary of the text.</li> <li>• Identify and analyze the various conventions within a genre (technique, details, and structures), and apply this understanding to the evaluation of a text.</li> <li>• Identify the differences between the structures of fiction and nonfiction.</li> <li>• Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</li> <li>• Analyze the basic beliefs, perspectives, and assumptions underlying an author’s work.</li> <li>• Revise texts for the conventions of</li> </ul>	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>• Annotate texts to construct meaning</li> <li>• Draw conclusions and cite textual evidence for support</li> <li>• Make and justify inferences citing relevant textual evidence as support</li> <li>• Identify and analyze how details in a text enhance meaning</li> <li>• Accurately summarize, paraphrase and quote of multimodal sources</li> <li>• Discriminate among sources for appropriate use</li> <li>• Refute counterclaims</li> <li>• Synthesize information from multiple sources</li> <li>• Identify and analyze how types of text differ</li> <li>• Apply writing process to create, plan, and produce a written piece</li> <li>• Demonstrate proficient use of the conventions of writing</li> <li>• Plan, prewrite, or brainstorm accordingly for a timed essay</li> <li>• Use appropriate resources for proofreading and editing</li> </ul>	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>• Connect applicable background information while analyzing the play</li> <li>• Identify and analyze the impact of Shakespeare’s techniques on character and theme development</li> <li>• Interpret Shakespearean language</li> <li>• Identify and explain the purpose of specific dramatic elements</li> <li>• Effectively present information, analysis, or interpretation in an oral format</li> <li>• Write an effective argument that addresses a counterclaim</li> </ul>

		<p>English, including organization, mechanics, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Use context vocabulary appropriately and accurately.</li> </ul>		
<b>CT CORE STANDARDS</b>	<p><b>RL 1 (RIT 1):</b> 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><b>RL 4 (RIT 4):</b> 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.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> 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 or audience.</p> <p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>L2:</b> Demonstrate command of the conventions of standards of English capitalization, punctuation, and spelling when writing (semicolon, colon).</p> <p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing from a range of strategies.</p>	<p><b>RL.2</b> 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.</p> <p><b>RL.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RIT.2</b> Determine the 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><b>RIT.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.</p> <p><b>W.2</b> 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><b>SL.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade level topics and issues, building on others' ideas, and expressing their own clearly and persuasively.</p> <p><b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>RL 9.6</b> Analyze a particular point of view or experience reflected in a work of literature from outside the United States drawing on a wide reading of world literature</p> <p><b>RL 9.9</b> Analyze how an author draws on and transforms source material in a specific work</p> <p><b>RI 9.3</b> Analyze how an author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p><b>RI 9.6</b> 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><b>RI 9.7</b> – 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><b>RI 9.8</b> – 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.</p> <p><b>W 9.1</b> – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W 9.7</b> 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><b>W 9.8</b> Gather relevant information</p>	<p><b>RL 9.1 (RI 9.1)</b> – Cite strong and thorough to support an analysis of a text based on explicit and inferential conclusions.</p> <p><b>RL 9.2 (RI 9.2)</b> – Determine a theme or central idea of a text and analyze in detail its development over the course of the text.</p> <p><b>RL 9.4 (RI 9.4)</b> – 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).</p> <p><b>RL 9.6</b> – Analyze a cultural experience reflected in a work of literature from outside the RL United States.</p> <p><b>RL 9.7 (RI 9.7)</b> – Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.</p> <p><b>RI 9.8</b> – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p><b>W 9.1</b> – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s) and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly.</li> <li>Use words, phrases, and</li> </ol>

			<p>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><b>W 9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>SL 9.4</b> 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 audience, purpose, and task</p> <p><b>SL 9.1</b> (a, c, d) Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p><b>L 9.4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies</p> <p><b>L 9.6</b> 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.</p>	<p>clauses to link the major sections of the text, create cohesion.</p> <p>d. Establish and maintain a formal style and objective tone.</p> <p><b>W 9.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SL 9.4</b> – Present information and supporting evidence clearly, concisely, and logically.</p> <p><b>SL 9.6</b> – Adapt speech to a variety of contexts and tasks.</p> <p><b>L 9.5</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>
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