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# Cliffside Park Public Schools

**GRADE: 9 Critical Reading and Writing (½ Year Course)**

**Unit Name: Reading Information/ Writing Argument**

**Duration: 4 Months**

**Essential Questions:**

- What is author's point of view or purpose and how does author acknowledge and respond to conflicting evidence or viewpoints ?
- Why is sound, sufficient and relevant evidence necessary for informational text?
- How do rules of language affect communication?
- What are the elements/structure of an informative/explanatory essay?

**Enduring Understandings:**

- Readers glean textual evidence to analyze, infer and determine central ideas and themes
- Writers convey a persuasive message in argumentative text

**Focus of Standards**

|  |   |   |
|--|---|---|
| <p><b>Skills:</b><br/><b>Reading</b></p> <ul style="list-style-type: none"><li>• Close Reading</li></ul> | <p><b>Assessments:</b><br/><b>Summative</b></p> <ul style="list-style-type: none"><li>• Vocabulary Quiz</li></ul> | <p><b>Resources:</b><br/><b>Digital Texts</b></p> <ul style="list-style-type: none"><li>• Newsela.com</li></ul> |
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- Using text evidence to validate opinions
- Monitoring and repairing comprehension
- Making inferences
- Engaging in discussions
- Synthesizing
- Determining importance of historical/cultural contexts within a text
- Responding to text in oral and written form

#### **Writing Argumentative Essays**

- Develop a thesis
- Write well-structured paragraphs with topic sentences and supporting details
- Write a conclusion that ties thesis to supporting details
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.
- Demonstrate command of conventions of standard English spelling and grammar

- Short-constructed responses
- Compare/Contrast Essay
- Persuasive Essay
- Argumentative Essay
- Group project

#### **Formative**

- Guided reading questions
- Journal writing
- Conference questions
- Reader's and Writer's Notebook
- Do Now
- Exit slips
- Turn and Talk
- Summaries
- Observation of group work

#### **Benchmark**

- Edconnect

- [www.infortrac.galegroup.com](http://www.infortrac.galegroup.com)
- [www.jstor.org](http://www.jstor.org)

#### **Classroom Materials and Digital Resources**

- Scholastic News
- Yale New Haven Teachers Institute
- SAT sample passages
- Reader's Notebook
- Writer's Notebook
- Graphic Organizers
- Chromebooks
- Promethean technology

#### **Word Study/ Spelling/Vocabulary**

- [vocabulary.com](http://vocabulary.com)



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| <ul style="list-style-type: none"><li>• Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content.</li><li>• Acquire and use grade-appropriate general academic and domain-specific words and phrases.</li></ul> |  |  |
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### New Jersey Student Learning Standards

#### Reading Information

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- 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.
- 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).
- 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).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.



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RI.9-10.8. Describe 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 reasoning.

#### **Writing Argument**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Interdisciplinary Connections:** (RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.8, RH.9-10.9, RST.9-10.1, RST.9-10.2, RST.9-10.8, NJSLSA.W2, WHST.9-10.2, WHST.9-10.6, 8.1 Ed Tech; CRP2, CRP4, CRP6, CRP7, CRP 11)

Students will write an argumentative research paper analyzing the historical, cultural, scientific, technological and moral significance of a contemporary social issue.

**Integrated Differentiation/Accommodations/Modifications for ELA**



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| <i>(Alternate Modes of Instruction and Support)</i>   |  |  |
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| <b>Modifications to Support Gifted and Talented Students</b>  | <b>Modifications to Support English Language Learners</b>  | <b>Modifications to Support Students with IEPs/504s and At-Risk Learners</b>   |
| <p>Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.</p> <p>Connect, analyze and synthesize information to local, national and international events.</p> | <p>Think-Pair-Write-Share to provide written and oral language processing</p> <p>Provide wait time</p> <p>Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>Students listen to selection on CD-ROM.</p> <p>Students take notes of their ideas Have them meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</p> | <p>Students use post-its to summarize the main action in each paragraph or chapter. Students combine their notes into a chart to review key elements in the passage.</p> <p>Modify guided reading questions</p> <p>Unit specific vocabulary and literary terms pre-taught before reading.</p> <p>Provide wait time so students process orally presented information and questions relating to the unit. Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Provide writing templates specific to the genre. Include a framework for organizing informational writing.</p> |



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**Core Instructional Materials/Resources/Digital Tools:** (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

**Textbook: The Language of Literature**

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/ela/g05.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Newsela.com

Vocabulary.com

Turnitin.com

Infotrac.galegroup.com

Jstor.org

Search.epnet.com

Scienceflix.digital.scholastic.com

Questiaschool.com

belsnj.follettdestiny.com