

Grade 9 Citywide Instructional Expectations CCS Unpacked

Literacy Focus: Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 & 10, Writing Standard 1)

Common Core Reading Informational Text Standards 1 and 10 Grade 9	Necessary Skills Covered by IFC
<p>Key Ideas and Details RI.9.1 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>a) Develop factual, interpretive and evaluative questions for further exploration of the topic(s).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] ● Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry. ● Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. ● Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2] ● Focuses the purpose of the research by formulating specific questions to be answered.
<p>Range of Reading and Level of Text Complexity RI.9.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ● Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum. ● Reads a variety of fiction and nonfiction materials in various formats. ● Uses print and nonprint resources for information and personal needs; actively seeks answers to questions.
Common Core Writing Standard 1 Grade 9	Necessary Skills Covered by IFC
<p>Text Types and Purposes W.9.1 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 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>Text Types and Purposes</p> <ul style="list-style-type: none"> ● Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] ● Focuses the purpose of the research by formulating specific questions to be answered. ● Uses multiple resources as a general rule to seek a balanced and global perspective. ● Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. ● Brainstorm ideas for further information. ● Uses search strategies to broaden and narrow searches and locate appropriate resources. ● Uses technology resources such as the online catalog, online encyclopedias, online databases, web subject directories, and links from valid websites to locate primary and secondary information on topics of inquiry. ● Uses a variety of search engines to do advanced searching. ● Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively. ● Adjusts search strategies by comparing information gathered with the problem or question. ● Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details. ● Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]

