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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 9th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Oral presentations require effective preparation strategies | | | | | | RWC10-GR.9-S.1-GLE.1 |
| 1. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention | | | | | | RWC10-GR.9-S.1-GLE.2 |
| 1. Reading for All Purposes | 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison | | | | | | RWC10-GR.9-S.2-GLE.1 |
| 1. Increasingly complex informational texts require mature interpretation and study | | | | | | RWC10-GR.9-S.2-GLE.2 |
| 1. Writing and Composition | 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language | | | | | | RWC10-GR.9-S.3-GLE.1 |
| 1. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support | | | | | | RWC10-GR.9-S.3-GLE.2 |
| 1. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions | | | | | | RWC10-GR.9-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions | | | | | | RWC10-GR.9-S.4-GLE.1 |
| 1. Effective problem-solving strategies require high-quality reasoning | | | | | | RWC10-GR.9-S.4-GLE.2 |
| **Colorado 21st Century Skills** | | **Text Complexity** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |