


Grade 9 Literature and Composition I Teaching and Learning Framework
The grade 9 framework is aligned to Tier 1 Resource *CommonLit 360* Grade 9 Edition 1.0.

BLOCK SCHEDULE

3-4 Weeks		Weeks 4-5 Weeks		4-5 Weeks		3-4 Weeks	
Following the Crowd (CommonLit360 Unit 1)		The Impact of Power: <i>Animal Farm</i> (CommonLit360 Unit 3)		The Science of Branding: Why We Buy (CommonLit360 Unit 4)		Graffiti- Art or Crime? (CommonLit360 Unit 6)	
Texts Domain							
<ul style="list-style-type: none">• T.T.1: Narrative Techniques• T.T.2: Expository Techniques• T.T.4: Poetic Techniques• T.T.3: Argumentative Techniques• T.C.1: Purposes & Audiences• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft		<ul style="list-style-type: none">• T.T.3: Argumentative Techniques• T.PM.1: Periods & Movements• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft		<ul style="list-style-type: none">• T.T.2: Expository Techniques• T.T.3: Argumentative Techniques• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft		<ul style="list-style-type: none">• T.T.3: Argumentative Techniques• T.T.4: Poetic Techniques• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft	
Performance Tasks <ul style="list-style-type: none">• Write a Cross-Textual Literary Analysis Essay		Performance Tasks <ul style="list-style-type: none">• Write a Literary Analysis		Performance Tasks <ul style="list-style-type: none">• Write a Research Paper		Performance Tasks <ul style="list-style-type: none">• Multimodal Argumentative Presentation – Public Art Proposal	
Language		In every unit, students learn and apply the structures and conventions of standard English, observe, and analyze how grammar works in reading and writing, and build vocabularies as they interpret and construct texts. Language standards are articulated at the expectation level on the curriculum map for each unit.					
<div></div> <div>L.GC.1: Grammar, Usage, & Mechanics L.GC.2: Grammar Conventions L.V.1: General, Academic, & Specialized Vocabulary L.V.2: Word Analysis</div>							
Practices		Sometimes, students will cultivate Practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. Priority Practices for each unit are articulated on the curriculum map for each unit.					



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| P.EICC.1: Reader & Writer Identity | P.AC.1: Reading like a Writer |
| P.EICC.2: Engagement & Intention | P.AC.2: Writing like a Reader |
| P.EICC.3: Comprehension Strategies | P.AC.3: Text Design |
| P.EICC.4: Writing Processes | P.CP.1: Collaboration |
| P.ST.1: Context | P.CP.2: Presentation |
| P.ST.2: Author, Audience, & Purpose | |



Grade 9 Literature and Composition I Teaching and Learning Framework Aligned to Tier 1 Resource *CommonLit 360*



TRADITIONAL SCHEDULE

5-6 Weeks	5-6 Weeks	5-6 Weeks	5-6 Weeks	5-6 Weeks	5-6 Weeks
Following the Crowd (<i>CommonLit360</i> Unit 1)	People and the Environment (<i>CommonLit360</i> Unit 2)	The Impact of Power: <i>Animal Farm</i> (<i>CommonLit360</i> Unit 3)	The Science of Branding: Why We Buy (<i>CommonLit360</i> Unit 4)	Parents and Children (<i>CommonLit360</i> Unit 5)	Graffiti- Art or Crime? (<i>CommonLit360</i> Unit 6)
Texts	Texts	Texts	Texts	Texts	Texts
<ul style="list-style-type: none">• T.T.1: Narrative Techniques• T.T.2: Expository Techniques• T.T.3: Argumentative Techniques• T.C.1: Purposes & Audiences• T.C.2: Authors & Speakers• T.SS.1: Organization	<ul style="list-style-type: none">• T.T.4: Poetic Techniques• T.T.2: Expository Techniques• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences	<ul style="list-style-type: none">• T.T.3: Argumentative Techniques• T.PM.1: Periods & Movements• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences	<ul style="list-style-type: none">• T.T.2: Expository Techniques• T.T.3: Argumentative Techniques• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences	<ul style="list-style-type: none">• T.T.1: Narrative Techniques• T.T.2: Expository Techniques• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences	<ul style="list-style-type: none">• T.T.3: Argumentative Techniques• T.RA.1: Research & Inquiry• T.RA.2: Curating Sources & Evidence• T.C.1: Purposes & Audiences• T.C.2: Authors & Speakers



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<ul style="list-style-type: none">• T.SS.2: Craft	<ul style="list-style-type: none">• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft	<ul style="list-style-type: none">• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft	<ul style="list-style-type: none">• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft	<ul style="list-style-type: none">• T.C.2: Authors & Speakers• T.SS.1: Organization• T.SS.2: Craft	<ul style="list-style-type: none">• T.SS.1: Organization• T.SS.2: Craft
Performance Tasks <ul style="list-style-type: none">• Write a Cross-Textual Literary Analysis Essay	Performance Tasks <ul style="list-style-type: none">• Write an Analysis Essay	Performance Tasks <ul style="list-style-type: none">• Write a Literary Analysis	Performance Tasks <ul style="list-style-type: none">• Write a Research Paper	Performance Tasks <ul style="list-style-type: none">• Literary Analysis Essay	Performance Tasks <ul style="list-style-type: none">• Multimodal Argumentative Presentation – Public Art Proposal
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