

# Cobb County School District 2017-2018

## Ninth Grade ELA Teaching and Learning Framework

Unit 1: Coming of Age	Unit 2: Defining Style	Unit 3: Changing Times	Unit 4: Poetic Devices	Unit 5: Coming Age on Stage
Reading	Reading	Reading	Reading	Reading
1 extended text  11 thematically connected short texts ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended text  8 thematically connected short texts ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended text  9 thematically connected short texts ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended text  15 thematically connected short texts ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended text  9 thematically connected short texts ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10
Writing	Writing	Writing	Writing	Writing
<b>Embedded Writing Assessments:</b> Interview Narrative, Argument Essay	<b>Embedded Writing Assessments:</b> Short Story, Style Analysis Essay	<b>Embedded Writing Assessments:</b> Historical Investigation, Literary Analysis	<b>Embedded Writing Assessments:</b> Poetry Anthology, Analyzing a Poet	<b>Embedded Writing Assessments:</b> Dramatic Interpretation, Synthesis Argument
4-6 narrative, argumentative and/or informative writing experiences ELAGSE9-10W1,2,3 1-10	4-6 narrative, argumentative and/or informative writing experiences ELAGSE9-10W1,2,3 1-10	4-6 narrative, argumentative or informative writing experiences ELAGSE9-10W1,2,3 1-10	4-6 narrative/literary writing experiences ELAGSE9-10W3 1-10	4-6 narrative, argumentative or informative writing experiences ELAGSE9-10W1,2,3 1-10
<b>Reading/ Writing Strategies:</b> Double-Entry Journal, RAFT, SOAPSTone, SMELL	<b>Reading/ Writing Strategies:</b> SIFT, Level of Questions, Diffusing	<b>Reading/ Writing Strategies:</b> SOAPSTone, SMELL, SIFT, Level of Questions	<b>Reading/ Writing Strategies:</b> TWIST, TP-CASTT	<b>Reading/ Writing Strategies:</b> SOAPSTone, SMELL, SIFT, Level of Questions
<b>Routine writing</b> Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	<b>Routine writing</b> Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	<b>Routine writing</b> Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	<b>Routine writing</b> Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	<b>Routine writing</b> Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10

**Language**

Study and apply grammar  
 Use and understand both general academic and domain-specific vocabulary  
 ELAGSE9-10L1-6

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING



**Speaking and Listening**

Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components  
 ELAGSE9-10SL1-6

*\*The focus on literature from America and around the world and seminal documents from U.S. and world history are intended to provide a strong foundation for students moving into these content concentrations as they progress through high school. World, Multicultural, American, and British Literature(s) all exist as separate courses in addition to receiving some focus in specific grades. **Scholastic classroom libraries should be used to encourage independent reading and support teachers with the modeling of specific skills and strategies that link reading to writing.***