Grades 9-10

Section 1: Overview

Goal: Read, analyze, interpret, and critique a variety of literary and informational texts. Develop an understanding of how influence is complex.
### Part I: Using Foundational Literacy Skills

<table>
<thead>
<tr>
<th>6. Connecting Ideas</th>
<th>7. Counterclaiming Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-9.10-T; E-6</td>
<td></td>
</tr>
<tr>
<td>W-9.10-T5; S9-10; T9-10; S9-10</td>
<td></td>
</tr>
<tr>
<td>W-9.10-T5; S9-10; T9-10; S9-10</td>
<td></td>
</tr>
<tr>
<td>W-9.10-T5; S9-10; T9-10; S9-10</td>
<td></td>
</tr>
</tbody>
</table>

### Part II: Learning About How English Works

#### A. Language Awareness

1. Understanding conventions
2. Understanding key structures

#### B. Interaction

1. Expressing information and ideas in formal and informal presentations on academic topics
2. Expressing information and ideas in formal and informal presentations on academic topics
3. Expressing information and ideas in formal and informal presentations on academic topics

#### C. Production

1. Writing informative and persuasive texts in professional and personal contexts
2. Writing informative and persuasive texts in professional and personal contexts

#### D. Access

1. Using informational and persuasive texts to present evidence and express ideas and information when
2. Using informational and persuasive texts to present evidence and express ideas and information when

#### E. Vocabulary

1. Noticing word families and features of word patterns

### Corresponding CA CCSS for ELA/Literacy

<table>
<thead>
<tr>
<th>L-9.10-T3; E-6</th>
<th>W-9.10-T5; S9-10; T9-10; S9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-9.10-T5; R-9.10-T5; R-9.10-T5; R-9.10-T5</td>
<td></td>
</tr>
</tbody>
</table>
A. Structuring Cohesive Texts

1. Understanding the Context
   - Identify the purpose and audience of the text.
   - Consider the genre and tone of the text.

2. Identifying Key Concepts
   - Determine the main ideas and supporting details.
   - Organize the text into a logical structure.

3. Connecting Ideas
   - Use transitional words and phrases to link ideas.
   - Ensure smooth transitions between paragraphs.

4. Refining and Revising
   - Review the text for clarity and coherence.
   - Edit for grammar and punctuation.

B. Analyzing Complementary Texts

1. Comparing and Contrasting
   - Identify similarities and differences.
   - Summarize and contrast the key points.

2. Integrating Information
   - Synthesize information from multiple sources.
   - Present a well-rounded analysis.

C. Writing and Drafting

1. Drafting the First Draft
   - Focus on content and organization.
   - Write freely without concern for perfection.

2. Revising and Editing
   - Review the draft for consistency and flow.
   - Edit for clarity and grammar.

D. Developing and Editing

1. Exploring Multiple Perspectives
   - Consider different viewpoints and arguments.
   - Incorporate a variety of sources.

2. Refining the Final Draft
   - Make final adjustments to the writing.
   - Prepare the document for publication.

E. Publishing and Presenting

1. Sharing the Work
   - Submit the final draft for review.
   - Prepare a presentation of the work.

2. Reflecting on the Process
   - Evaluate the effectiveness of the writing process.
   - Consider ways to improve future writing.
C. Connecting and Condensing Ideas

Connecting ideas:
- \( a \) descriptive is the main purpose of the text. The main purpose is to inform or persuade the reader. The text is structured around a main idea, which is supported by details and examples. The text is written in a clear and concise manner, with a logical flow of ideas.
- \( b \) the text is organized in a linear manner, with each paragraph building on the previous one. The author uses transitions such as "first," "next," and "finally" to connect the ideas. The text is well-supported with evidence and examples.

Condensing ideas:
- \( f \) the text is a collection of ideas, each one building on the previous one. The author uses transitions such as "in contrast," "furthermore," and "nevertheless" to connect the ideas. The text is well-supported with evidence and examples.

Connecting ideas:
- \( c \) the text is a collection of ideas, each one building on the previous one. The author uses transitions such as "in contrast," "furthermore," and "nevertheless" to connect the ideas. The text is well-supported with evidence and examples.

Condensing ideas:
- \( d \) the text is a collection of ideas, each one building on the previous one. The author uses transitions such as "in contrast," "furthermore," and "nevertheless" to connect the ideas. The text is well-supported with evidence and examples.

Connecting ideas:
- \( e \) the text is a collection of ideas, each one building on the previous one. The author uses transitions such as "in contrast," "furthermore," and "nevertheless" to connect the ideas. The text is well-supported with evidence and examples.

Condensing ideas:
- \( g \) the text is a collection of ideas, each one building on the previous one. The author uses transitions such as "in contrast," "furthermore," and "nevertheless" to connect the ideas. The text is well-supported with evidence and examples.
Part II: Using Foundational Literacy Skills

Chapter 3: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts