**9th Grade ELA — Comprehensive October Lesson Plan**

Aligned to CCSS (Grades 9–10)

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| Teacher | School | Grade | Month/Year |
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| Email | Planning Period | Course Title | Room |
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# Core Standards Map (October Focus)

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| CCSS Code | Student-Friendly Description |
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis. |
| RL.9-10.2 | Determine central idea/theme and analyze its development. |
| RL.9-10.3 | Analyze how complex characters develop, interact, and advance the plot/theme. |
| RL.9-10.4 | Analyze word choice, figurative language, and tone. |
| RL.9-10.5 | Analyze how structure contributes to meaning and aesthetic impact. |
| RL.9-10.6 | Analyze point of view and cultural experience reflected in a work. |
| RI.9-10.1 | Cite evidence to analyze informational text. |
| W.9-10.1 | Write arguments to support claims with valid reasoning and relevant evidence. |
| W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas. |
| W.9-10.4/5/6 | Produce clear writing; develop and strengthen writing; use technology for production and collaboration. |
| W.9-10.9 | Draw evidence from literary or informational texts to support analysis and research. |
| SL.9-10.1 | Initiate and participate effectively in collaborative discussions. |
| SL.9-10.4 | Present information with clear organization and appropriate style. |
| L.9-10.1/2/3/4/5 | Command of conventions; effective language use; determine meaning of words and phrases. |

# Unit & Assessment Overview (October)

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| Week | Focus | Priority Standards | Major Assessments/Tasks |
| Oct 1–3 | Close Reading Foundations: Evidence & Analysis (Short Story/Poem) | RL.9-10.1, RL.9-10.2 | Diagnostic close-read; paragraph analysis |
| Oct 6–10 | Theme, Characterization, POV, Structure, Figurative Language | RL.9-10.2/3/4/5/6 | Analytical paragraph with embedded quotes |
| Oct 13–17 | Argument Skills with Informational Texts (Claims, Evidence, Reasoning) | RI.9-10.1, W.9-10.1 | Argument planning outline; mini-debate |
| Oct 20–24 | Argument Essay Drafting (Intro, Body, Counterclaim, Conclusion) | W.9-10.1, W.9-10.4/5 | Full draft + peer review |
| Oct 27–31 | Revision, Editing, Presentations & Reflection | W.9-10.5/6, SL.9-10.4, L.9-10 | Final polished essay; brief presentation; reflection |

# October 2025 — Month at a Glance (Daily Focus)

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| Mon | Tue | Wed | Thu | Fri |
|  |  | 1Close Read: Text Evidence | 2Theme & Central Idea | 3Characterization |
| 6POV & Structure | 7Figurative Language | 8Theme Paragraph | 9Seminar Prep | 10Socratic Seminar |
| 13Formative Check | 14Argument: Claims/Evidence | 15Argument: Reasoning | 16Counterclaim/Refutation | 17Evaluate Argument |
| 20Plan Essay | 21Intro/Thesis | 22Body ¶ with Evidence | 23Counterclaim ¶ | 24Conclusion & Cohesion |
| 27Peer Review | 28Revise for Ideas/Org | 29Edit for Style/Conventions | 30Finalize & Submit | 31Presentations & Reflection |

# Materials, Texts, and Technology

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| Selected short stories/poems | Editorials/op-eds (informational) | Writer’s notebooks | Graphic organizers |
| Projector/doc camera | Devices/word processing | Highlighters/sticky notes | Sentence frames/anchor charts |
| Rubrics (analysis & argument) | Peer review checklists | Vocabulary lists | Grammar mini-lesson slides |

# Argument Writing Rubric (Condensed)

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| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
| Claim & Focus | Clear, nuanced claim; consistently maintained | Clear claim; mostly maintained | Claim vague or shifts | No clear claim |
| Evidence | Multiple, varied, credible pieces tightly linked | Sufficient, relevant textual evidence | Some evidence; relevance inconsistent | Minimal or irrelevant evidence |
| Reasoning | Insightful reasoning connects evidence to claim | Logical reasoning; minor gaps | Some reasoning; frequent gaps | Little/no reasoning |
| Organization | Purposeful structure; strong cohesion & transitions | Logical structure; adequate transitions | Some structure; weak transitions | Disorganized |
| Style & Conventions | Strong voice; varied syntax; few/no errors | Appropriate tone; some sentence variety; minor errors | Inconsistent tone; frequent errors | Errors impede understanding |

## Wednesday, October 01, 2025: Close Reading Foundations: Citing Strong Evidence

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| Standards | RL.9-10.1, RL.9-10.2 |
| Essential Question | How do readers decide which evidence best supports an analysis? |
| Learning Targets (I can…) | I can annotate a text and cite strong and thorough evidence to support an inference. |
| Texts/Resources | Short story (e.g., Langston Hughes, 'Thank You, Ma'am') or poem; teacher-selected excerpt. |
| Academic Vocabulary | inference, textual evidence, annotation, claim |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Quick write: What makes evidence 'strong'? |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model annotation of a paragraph; identify claim and strongest evidence; think-aloud. |
| Guided Practice (We Do, 12–15 min) | Annotate the next paragraph together; class chooses top two quotes and explains why. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs complete an evidence chart (quote + reasoning). |
| Independent Practice (15–20 min) | Students select a new passage and complete their own evidence chart. |
| Writing/Grammar Mini-Lesson | Grammar: Integrating quotations with signal phrases and correct punctuation. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames for citing; IEP: shorter excerpt; Enrichment: evaluate competing pieces of evidence. |
| Formative Assessment & Data Capture | Collect evidence charts; quick conference with 3–4 students. |
| Closure (3–5 min) | 1-sentence summary: 'The strongest evidence is… because…' |
| Exit Ticket | Submit one quote + 2–3 sentences of analysis. |
| Homework / Extension | Finish analysis paragraph; read 10–15 pages of independent reading. |
| Technology Integration | Document camera for modeling; collaborative doc for charts. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Thursday, October 02, 2025: Determining Theme and Central Idea

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| Standards | RL.9-10.2 |
| Essential Question | How does a theme emerge and develop across a text? |
| Learning Targets (I can…) | I can track how details build a theme and articulate it precisely. |
| Texts/Resources | Same short story/poem or teacher-selected text. |
| Academic Vocabulary | theme, central idea, development, objective summary |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Turn & talk: Name a theme from a familiar story and support it with one detail. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model building a theme tracker (evidence → inference → theme statement). |
| Guided Practice (We Do, 12–15 min) | Complete the first two entries of a theme tracker as a class. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Groups add 2–3 entries; refine theme statement for precision. |
| Independent Practice (15–20 min) | Write an objective summary including the theme. |
| Writing/Grammar Mini-Lesson | Grammar: Avoiding vague pronouns; using academic verbs (suggests, reveals). |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: theme stems; IEP: provided evidence choices; Enrichment: counter-claim about alternate theme. |
| Formative Assessment & Data Capture | Collect trackers; check for alignment of evidence to theme. |
| Closure (3–5 min) | Students read theme statement aloud; class offers 'even better if…' feedback. |
| Exit Ticket | Objective summary (4–5 sentences) with theme. |
| Homework / Extension | Revise summary; independent reading log. |
| Technology Integration | Shared tracker template. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Friday, October 03, 2025: Characterization and Its Impact on Theme

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| Standards | RL.9-10.3 |
| Essential Question | How do a character’s choices reveal theme? |
| Learning Targets (I can…) | I can analyze how complex characters develop and advance theme/plot. |
| Texts/Resources | Short story/novel excerpt with dynamic character. |
| Academic Vocabulary | direct/indirect characterization, motivation, conflict, dynamic/static |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Quick write: Describe a character using indirect characterization. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model STEAL method (Speech, Thoughts, Effect, Actions, Looks). |
| Guided Practice (We Do, 12–15 min) | Annotate a key scene for STEAL evidence; class chart. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs craft a claim connecting a character trait to theme with one quoted detail. |
| Independent Practice (15–20 min) | Analytical paragraph: character → theme connection with embedded quote. |
| Writing/Grammar Mini-Lesson | Grammar: Blending quotations smoothly; MLA-style in-text citation (author page). |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: STEAL icons; IEP: sentence frames; Enrichment: contrast two characters. |
| Formative Assessment & Data Capture | Paragraph rubric quick mark (claim/evidence/reasoning). |
| Closure (3–5 min) | Whip-around: one trait + one line of evidence. |
| Exit Ticket | Submit paragraph draft. |
| Homework / Extension | Revise paragraph; vocabulary practice. |
| Technology Integration | Word processor for drafting; citation tool if available. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Monday, October 06, 2025: Point of View & Text Structure

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| Standards | RL.9-10.5, RL.9-10.6 |
| Essential Question | How do structure and point of view shape meaning and tone? |
| Learning Targets (I can…) | I can analyze how structure and POV contribute to meaning. |
| Texts/Resources | Text with distinctive structure/POV (e.g., frame narrative/excerpt). |
| Academic Vocabulary | first-person, third-person limited, frame, flashback, pacing |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Identify POV in a short passage; predict its effect. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model analyzing a structural move (flashback) and its impact on theme/tension. |
| Guided Practice (We Do, 12–15 min) | Annotate for structural cues; discuss tone shifts. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Group poster: structure map with evidence. |
| Independent Practice (15–20 min) | Quick analysis paragraph on a structural choice's effect. |
| Writing/Grammar Mini-Lesson | Grammar: Varied sentence openings; combine sentences for flow. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: visual organizers; IEP: guided notes; Enrichment: alternate POV rewrite of a scene. |
| Formative Assessment & Data Capture | Collect paragraphs; check for accurate analysis of effect. |
| Closure (3–5 min) | Exit poll: which structure most impacted your reading? |
| Exit Ticket | 1–2 sentences explaining how POV shapes tone. |
| Homework / Extension | Read informational text for tomorrow’s figurative language focus. |
| Technology Integration | Slides to show structure diagrams. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Tuesday, October 07, 2025: Figurative Language & Tone

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| Standards | RL.9-10.4 |
| Essential Question | How does an author’s language create tone and meaning? |
| Learning Targets (I can…) | I can analyze the impact of specific word choices and figurative language. |
| Texts/Resources | Poem/lyrical prose with rich figurative language. |
| Academic Vocabulary | diction, imagery, metaphor, simile, personification, tone, connotation |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Tone sort: match quotes to tone words. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model TP-CASTT snippet; analyze imagery and connotation. |
| Guided Practice (We Do, 12–15 min) | Annotate for figurative devices; code and discuss effect. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs craft a mini-explication of one stanza/paragraph. |
| Independent Practice (15–20 min) | Independent explication paragraph with embedded quote. |
| Writing/Grammar Mini-Lesson | Grammar: Precise diction; replacing weak verbs/adjectives. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: tone word bank; IEP: sentence frames; Enrichment: compare two passages’ tones. |
| Formative Assessment & Data Capture | Collect paragraphs; look for quote integration. |
| Closure (3–5 min) | Share one powerful phrase and its effect. |
| Exit Ticket | One sentence: author’s tone is \_\_\_ because \_\_\_. |
| Homework / Extension | Vocabulary practice; independent reading. |
| Technology Integration | Shared doc; dictionary tools. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Wednesday, October 08, 2025: Write: Analytical Theme Paragraph

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| Standards | RL.9-10.1, RL.9-10.2, W.9-10.4 |
| Essential Question | How do we craft a precise theme analysis with strong evidence? |
| Learning Targets (I can…) | I can write a coherent paragraph with a clear claim, textual evidence, and reasoning. |
| Texts/Resources | Same core literary text(s). |
| Academic Vocabulary | claim, embed, commentary, cohesion, transitions |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Exemplar study: highlight claim/evidence/commentary. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model drafting with sentence stems and transitions. |
| Guided Practice (We Do, 12–15 min) | Begin paragraph together; students contribute commentary. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Peer pair review of drafts using checklist. |
| Independent Practice (15–20 min) | Complete and refine paragraph draft. |
| Writing/Grammar Mini-Lesson | Grammar: Transition types and placement. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: frames for commentary; IEP: checklist chunking; Enrichment: second piece of evidence. |
| Formative Assessment & Data Capture | Checklist collection; quick conference notes. |
| Closure (3–5 min) | Two volunteers read strong lines; class names why they work. |
| Exit Ticket | Submit paragraph draft. |
| Homework / Extension | Revise for homework; bring printed copy if possible. |
| Technology Integration | Word processor; comment feature for peer review. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Thursday, October 09, 2025: Socratic Seminar Preparation

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| Standards | SL.9-10.1, RL.9-10.1/2 |
| Essential Question | What makes an effective discussion question and response? |
| Learning Targets (I can…) | I can prepare claims and evidence and build on others’ ideas. |
| Texts/Resources | Core text(s) + notes. |
| Academic Vocabulary | open-ended question, build, counter, cite |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Brainstorm seminar questions; sort by quality. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model citing and building on peers’ ideas using stems. |
| Guided Practice (We Do, 12–15 min) | Collaboratively draft 3 strong questions with evidence. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Small groups rehearse mini-seminar rounds. |
| Independent Practice (15–20 min) | Complete seminar prep sheet (claims/evidence). |
| Writing/Grammar Mini-Lesson | Grammar: Academic speaking stems into writing. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: speaking stems; IEP: role cards; Enrichment: facilitator roles. |
| Formative Assessment & Data Capture | Collect prep sheets; participation checklist. |
| Closure (3–5 min) | Set personal seminar goal. |
| Exit Ticket | Submit one question + evidence. |
| Homework / Extension | Finish prep sheet. |
| Technology Integration | Timer; shared doc for questions. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Friday, October 10, 2025: Socratic Seminar

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| Standards | SL.9-10.1, RL.9-10.1/2 |
| Essential Question | How do we advance a discussion with evidence and civility? |
| Learning Targets (I can…) | I can respond and build on ideas using evidence and academic language. |
| Texts/Resources | Core text(s); seminar norms and roles. |
| Academic Vocabulary | clarify, probe, synthesize, paraphrase |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review norms and goals; set roles. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Quick modeling of citing and synthesizing. |
| Guided Practice (We Do, 12–15 min) | Inner/outer circle rotations; teacher tracks talk ratio and evidence use. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Peer observers give feedback with checklist. |
| Independent Practice (15–20 min) | Reflection jot: progress on personal goal. |
| Writing/Grammar Mini-Lesson | Grammar: N/A (speaking focus) |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence stems card; IEP: advanced organizers; Enrichment: lead questioning. |
| Formative Assessment & Data Capture | Seminar rubric; evidence-tally sheet. |
| Closure (3–5 min) | Debrief: highlights and next steps. |
| Exit Ticket | Self-assessment slip. |
| Homework / Extension | Write a 1-paragraph reflection. |
| Technology Integration | Timer; projected discussion stems. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Monday, October 13, 2025: Formative Assessment & Feedback

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| Standards | RL.9-10 (all applicable), W.9-10.4 |
| Essential Question | What have we learned and what should we reteach next? |
| Learning Targets (I can…) | I can demonstrate progress on close reading and analysis. |
| Texts/Resources | Short passage unseen; prompt. |
| Academic Vocabulary | analysis, evidence, reasoning |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Mind map of unit concepts so far. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Review success criteria and rubric language. |
| Guided Practice (We Do, 12–15 min) | Clarify expectations; model partial response. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Peer talk: plan before writing. |
| Independent Practice (15–20 min) | On-demand paragraph response (30 min). |
| Writing/Grammar Mini-Lesson | Grammar: Proofreading strategies before submit. |
| Differentiation (ELL • IEP/504 • Enrichment) | IEP: extended time; ELL: bilingual glossary; Enrichment: add second perspective. |
| Formative Assessment & Data Capture | Score with quick rubric; sort for small groups. |
| Closure (3–5 min) | Class trends; preview next goals. |
| Exit Ticket | Submit response. |
| Homework / Extension | None or finish if needed. |
| Technology Integration | Learning management system submission. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Tuesday, October 14, 2025: Building Claims & Selecting Evidence

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| Standards | W.9-10.1, RI.9-10.1 |
| Essential Question | How do writers craft convincing arguments? |
| Learning Targets (I can…) | I can write a defensible claim and gather relevant, credible evidence. |
| Texts/Resources | 2–3 editorials/op-eds on a common issue (teacher-selected). |
| Academic Vocabulary | claim, evidence, reasoning, warrant, credibility, bias, counterclaim |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Quick poll on a school/community issue; discuss. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model claim drafting + evidence selection (or model reasoning/warrants; or evaluation criteria). |
| Guided Practice (We Do, 12–15 min) | Group selects evidence and drafts claim/reasoning; teacher circulates. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Jigsaw groups compare choices; defend selections. |
| Independent Practice (15–20 min) | Draft claim + 2 pieces of evidence + reasoning (or evaluation organizer). |
| Writing/Grammar Mini-Lesson | Grammar: Active voice and precise verbs; avoiding vague language. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: frames ('Because… therefore…'); IEP: scaffolded organizer; Enrichment: add source synthesis. |
| Formative Assessment & Data Capture | Collect organizers; feedback on alignment of claim–evidence–reasoning. |
| Closure (3–5 min) | Students share strongest evidence and why. |
| Exit Ticket | Submit organizer. |
| Homework / Extension | Find one additional credible source or counterexample. |
| Technology Integration | Databases/news sites (school-approved). |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Wednesday, October 15, 2025: Reasoning: Warrants & Explanation

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| Standards | W.9-10.1 |
| Essential Question | How do writers craft convincing arguments? |
| Learning Targets (I can…) | I can explain how my evidence proves my claim through clear reasoning. |
| Texts/Resources | 2–3 editorials/op-eds on a common issue (teacher-selected). |
| Academic Vocabulary | claim, evidence, reasoning, warrant, credibility, bias, counterclaim |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Quick poll on a school/community issue; discuss. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model claim drafting + evidence selection (or model reasoning/warrants; or evaluation criteria). |
| Guided Practice (We Do, 12–15 min) | Group selects evidence and drafts claim/reasoning; teacher circulates. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Jigsaw groups compare choices; defend selections. |
| Independent Practice (15–20 min) | Draft claim + 2 pieces of evidence + reasoning (or evaluation organizer). |
| Writing/Grammar Mini-Lesson | Grammar: Active voice and precise verbs; avoiding vague language. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: frames ('Because… therefore…'); IEP: scaffolded organizer; Enrichment: add source synthesis. |
| Formative Assessment & Data Capture | Collect organizers; feedback on alignment of claim–evidence–reasoning. |
| Closure (3–5 min) | Students share strongest evidence and why. |
| Exit Ticket | Submit organizer. |
| Homework / Extension | Find one additional credible source or counterexample. |
| Technology Integration | Databases/news sites (school-approved). |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Thursday, October 16, 2025: Anticipating Counterclaims & Refutation

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| Standards | W.9-10.1 |
| Essential Question | How do writers acknowledge and refute opposing views? |
| Learning Targets (I can…) | I can write a fair counterclaim and a refutation that strengthens my position. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model fair summary of opposing view; craft a refutation using evidence. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Friday, October 17, 2025: Evaluating Argument Quality

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| Standards | RI.9-10.8, W.9-10.1 |
| Essential Question | How do we judge the strength of an argument? |
| Learning Targets (I can…) | I can evaluate claims, evidence, and reasoning for credibility and relevance. |
| Texts/Resources | 2–3 editorials/op-eds on a common issue (teacher-selected). |
| Academic Vocabulary | claim, evidence, reasoning, warrant, credibility, bias, counterclaim |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Quick poll on a school/community issue; discuss. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model claim drafting + evidence selection (or model reasoning/warrants; or evaluation criteria). |
| Guided Practice (We Do, 12–15 min) | Group selects evidence and drafts claim/reasoning; teacher circulates. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Jigsaw groups compare choices; defend selections. |
| Independent Practice (15–20 min) | Draft claim + 2 pieces of evidence + reasoning (or evaluation organizer). |
| Writing/Grammar Mini-Lesson | Grammar: Active voice and precise verbs; avoiding vague language. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: frames ('Because… therefore…'); IEP: scaffolded organizer; Enrichment: add source synthesis. |
| Formative Assessment & Data Capture | Collect organizers; feedback on alignment of claim–evidence–reasoning. |
| Closure (3–5 min) | Students share strongest evidence and why. |
| Exit Ticket | Submit organizer. |
| Homework / Extension | Find one additional credible source or counterexample. |
| Technology Integration | Databases/news sites (school-approved). |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Monday, October 20, 2025: Argument Essay Planning

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| Standards | W.9-10.1, W.9-10.4 |
| Essential Question | How does planning strengthen an argument? |
| Learning Targets (I can…) | I can plan the structure of my argument with logically sequenced reasons and evidence. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Demonstrate outlining with reasons/evidence; preview paragraph purposes. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Tuesday, October 21, 2025: Drafting Introduction & Thesis

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| --- | --- |
| Standards | W.9-10.1 |
| Essential Question | What makes a powerful introduction and thesis? |
| Learning Targets (I can…) | I can craft an engaging hook and a precise, arguable thesis. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Study mentor introductions; craft hooks and thesis statements. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Wednesday, October 22, 2025: Drafting Body Paragraphs with Embedded Evidence

|  |  |
| --- | --- |
| Standards | W.9-10.1, W.9-10.9 |
| Essential Question | How do writers integrate evidence and commentary? |
| Learning Targets (I can…) | I can embed and analyze evidence within a coherent paragraph. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model quote integration + commentary ratio (1:2). |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Thursday, October 23, 2025: Drafting Counterclaim & Refutation Paragraph

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| --- | --- |
| Standards | W.9-10.1 |
| Essential Question | How do we refute fairly while strengthening our claim? |
| Learning Targets (I can…) | I can acknowledge the opposition and refute it with reasoning and evidence. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Sentence frames for counter/refute; tone of fairness. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Friday, October 24, 2025: Drafting Conclusion & Cohesion Devices

|  |  |
| --- | --- |
| Standards | W.9-10.1, W.9-10.4 |
| Essential Question | How do we leave readers convinced and provide closure? |
| Learning Targets (I can…) | I can write a conclusion that synthesizes key points and reinforces the claim. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Mentor conclusions; cohesion devices (repetition, parallelism). |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Monday, October 27, 2025: Peer Review for Content & Organization

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| --- | --- |
| Standards | W.9-10.5 |
| Essential Question | How does feedback improve writing? |
| Learning Targets (I can…) | I can provide and use feedback to improve my draft. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Model constructive feedback with rubric; focus questions. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Structured peer review in triads with color-coded comments. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Tuesday, October 28, 2025: Revision for Ideas & Organization

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| --- | --- |
| Standards | W.9-10.5 |
| Essential Question | How do we clarify reasoning and structure? |
| Learning Targets (I can…) | I can revise for stronger reasoning, organization, and transitions. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Reverse-outline; check claim-evidence-reasoning alignment. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Wednesday, October 29, 2025: Editing for Style & Conventions

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| --- | --- |
| Standards | W.9-10.4, L.9-10.1/2 |
| Essential Question | How do we ensure clarity and correctness? |
| Learning Targets (I can…) | I can edit for sentence variety, tone, and conventions. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | syntax, parallelism, diction, conventions |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Mini-lessons on comma usage, parallel structure, wordiness. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Thursday, October 30, 2025: Finalize & Submit Argument Essay

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| --- | --- |
| Standards | W.9-10.6 |
| Essential Question | Is my writing publication-ready? |
| Learning Targets (I can…) | I can finalize formatting and submit a polished essay. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Final checklist; export/share protocols. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Pairs collaborate on planner/drafts; share lines for feedback. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

## Friday, October 31, 2025: Brief Presentations & Reflection

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| --- | --- |
| Standards | SL.9-10.4, W.9-10.10 |
| Essential Question | How do we communicate key ideas succinctly? |
| Learning Targets (I can…) | I can present key points clearly and reflect on my growth. |
| Texts/Resources | Student drafts & mentor texts (as applicable). |
| Academic Vocabulary | cohesion, thesis, commentary, refutation, transition |
| Materials | Notebook, core text(s), highlighters, organizer handouts |
| Anticipatory Set / Do Now (5–7 min) | Review prior goal; set a micro-goal for today. |
| Mini-Lesson (Teacher Modeling, 10–12 min) | Design 1–2 slide talking points; reflection prompts. |
| Guided Practice (We Do, 12–15 min) | Teacher confers with small groups; model on sample text. |
| Collaborative Practice (Pairs/Groups, 12–15 min) | Small-group lightning talks with peer notes; gallery walk. |
| Independent Practice (15–20 min) | Sustained writing time (20–30 min) applying today's focus. |
| Writing/Grammar Mini-Lesson | N/A or brief grammar focus tied to drafts. |
| Differentiation (ELL • IEP/504 • Enrichment) | ELL: sentence frames; IEP: chunked checklists; Enrichment: advanced style moves or additional source. |
| Formative Assessment & Data Capture | Spot-check with rubric; quick conferences; collect exit tickets. |
| Closure (3–5 min) | Author’s chair: share one improved line and why. |
| Exit Ticket | Micro self-assessment against today’s target. |
| Homework / Extension | Continue drafting/revising as needed. |
| Technology Integration | Word processors/commenting; version history. |
| Teacher Notes | Adjust pacing based on formative data; pull small groups during independent time. |

# Assessment Plan & Data Tracker (October)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Assessment | Standards | Mastery Goal | Reteach Plan | Enrichment Plan |
| Week 1 (Fri) | Close-reading on-demand paragraph | RL.9-10.1/2 | 70% meet Proficient | Small group on citing/analysis | Poetry explication challenge |
| Week 2 (Fri) | Literary analysis paragraph | RL.9-10.2/3/4 | 70% Proficient | Mini-lessons on commentary | Add second text for synthesis |
| Week 3 (Fri) | Argument organizer checkpoint | W.9-10.1 | On track plans | Targeted conferences | Add counter-sources |
| Week 4 (Fri) | Peer-reviewed full draft | W.9-10.1/5 | Complete draft | Conferring groups | Style mini-lessons |
| Week 5 (Fri) | Final polished essay + talk | W.9-10.1, SL.9-10.4 | 80% Proficient | Redo plan/edit sessions | Advanced rhetorical moves |

# Family Communication & Support

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| --- | --- | --- |
| Week | Focus & At-Home Ideas | Notes/Translation Needs |
| Weeks 1–2 | Discuss independent reading; ask for evidence from text; monitor notebook. |   |
| Weeks 3–5 | Review argument topic and sources together; practice speaking points. |   |

# Teacher Reflection (Use Weekly)

|  |  |
| --- | --- |
| What worked well? |   |
| Evidence of learning |   |
| What needs reteaching? |   |
| Students to target next week |   |
| Materials to prep |   |
| Notes for next month |   |