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# South Dakota 9 English I / Grade 9 English Language Arts

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                      |
|------------------|----------------------------------------------------------------------|
| State            | South Dakota                                                         |
| Grade            | 9 (High)                                                             |
| Subject          | English I / Grade 9 English Language Arts                            |
| Course category  | English Language Arts                                                |
| Standards family | English Language Arts / Literacy                                     |
| Framework        | South Dakota English Language Arts Standards (adopted 14 April 2025) |
| Issuing agency   | South Dakota Department of Education                                 |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units            |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Perspectives Across Different Kinds of Text

### Unit 3: Perspectives, and Listening Critically · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What happens when two texts disagree about the same thing?                                                                                         |
| Standards          | <b>Perspectives Across Fiction and Multimodal Texts</b> -> 9-10.W.1, 9-10.W.2, 9-10.L.4, 9-10.RH.8 — 4 standards; full text in the standards table |
| Learning target    | "I can compare perspectives across fiction, nonfiction, digital and multimodal texts."                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                    |

#### Measurable objectives

- Students will compare and contrast perspectives across text types.
- Students will account for what each text type can and cannot do.

#### Success criteria (student-friendly)

- "I compare rather than describe in turn."
- "I account for what each text type can do."
- "I identify where the disagreement actually lies."

#### Academic vocabulary

perspective, multimodal, compare, contrast, disagreement

#### Materials and technology

- Texts of several kinds you supply
- Paper and pencils
- Board or large paper
- Comparison grids
- Reading journals

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

A comparison of perspectives across at least three text types.

**Family communication**

Ask your child which two texts they compared and where they disagreed.

## Day 41 — Five Kinds in One Standard

Week 9, Day 1 · Unit 3 · Standards: 9-10.W.1, 9-10.W.2, 9-10.L.4, 9-10.RH.8

|                   |                                                                                        |
|-------------------|----------------------------------------------------------------------------------------|
| Focus             | The range.                                                                             |
| Learning target   | "I can compare perspectives across fiction, nonfiction, digital and multimodal texts." |
| Vocabulary in use | perspective, multimodal, compare                                                       |
| Local date        | _____                                                                                  |

### Learning sequence

Connect: reading across disciplines. Teach: comparing across kinds is harder and more valuable than comparing two novels - each kind can do things the others cannot. Try: shared listing of what each kind does well. Apply: students state one strength of each. Reflect: the range is required, not optional.

### Check for understanding

Student states what each text type can do that the others cannot.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Finding the Actual Disagreement

Week 9, Day 2 · Unit 3 · Standards: 9-10.W.1, 9-10.W.2, 9-10.L.4, 9-10.RH.8

|                   |                                                                                        |
|-------------------|----------------------------------------------------------------------------------------|
| Focus             | Precision.                                                                             |
| Learning target   | "I can compare perspectives across fiction, nonfiction, digital and multimodal texts." |
| Vocabulary in use | perspective, multimodal, compare                                                       |
| Local date        | _____                                                                                  |

### Learning sequence

Connect: the kinds. Teach: that two texts rarely disagree about everything, and that locating the precise point - a fact, an emphasis, a value, a definition - is what turns a vague contrast into an analysis. Try: shared location on a described pair. Apply: students locate one. Reflect: most 'disagreements' turn out to be about a definition.

### Check for understanding

Student locates the precise point on which two texts disagree.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Comparing, Not Describing Twice

Week 9, Day 3 · Unit 3 · Standards: 9-10.W.1, 9-10.W.2, 9-10.L.4, 9-10.RH.8

|                   |                                                                                        |
|-------------------|----------------------------------------------------------------------------------------|
| Focus             | The discipline.                                                                        |
| Learning target   | "I can compare perspectives across fiction, nonfiction, digital and multimodal texts." |
| Vocabulary in use | perspective, multimodal, compare                                                       |
| Local date        | _____                                                                                  |

### Learning sequence

Connect: the disagreement. Teach: that a comparison states a RELATION - more, less, whereas, both - and that a paragraph on each text is not one however good each paragraph is. Try: shared conversion. Apply: students write comparative statements.

### Check for understanding

Student writes statements comparing rather than describing in turn.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — What the Form Contributed

Week 9, Day 4 · Unit 3 · Standards: 9-10.W.1, 9-10.W.2, 9-10.L.4, 9-10.RH.8

|                   |                                                                                        |
|-------------------|----------------------------------------------------------------------------------------|
| Focus             | Medium.                                                                                |
| Learning target   | "I can compare perspectives across fiction, nonfiction, digital and multimodal texts." |
| Vocabulary in use | perspective, multimodal, compare                                                       |
| Local date        | _____                                                                                  |

### Learning sequence

Connect: comparison. Teach: that some of the difference between two texts comes from the FORM rather than the view - a documentary can show, an essay can argue, a poem can compress - so an honest comparison separates what the perspective contributed from what the medium did. Try: shared separation. Apply: students separate the two. Reflect: this is the subtlest move in the week.

### Check for understanding

Student separates a perspective's contribution from the medium's.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — The Perspective Comparison Written

Week 9, Day 5 • Unit 3 • Standards: 9-10.W.1, 9-10.W.2, 9-10.L.4, 9-10.RH.8

|                   |                                                                                        |
|-------------------|----------------------------------------------------------------------------------------|
| Focus             | 9-10.W.1, 9-10.W.2, 9-10.L.4, 9-10.RH.8 assessed.                                      |
| Learning target   | "I can compare perspectives across fiction, nonfiction, digital and multimodal texts." |
| Vocabulary in use | perspective, multimodal, compare                                                       |
| Local date        | _____                                                                                  |

### Learning sequence

Connect: separation. Teach: writing the comparison across at least three kinds with the disagreement located and the medium accounted for. Try: shared drafting. Apply: students write it. Reflect: this week's standard assessed; it returns in Week 36.

### Check for understanding

Student writes a comparison of perspectives across three text types.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

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