



BRING LITERATURE TO LIFE



# TENNESSEE ELA STANDARDS MAP

GRADE 9



[mheonline.com/tennessee](http://mheonline.com/tennessee)

LE.1030393



Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

| Assessment Section   | Content  | Assessed Skills and Standards  |
|--|--|--|
| Reading  | <b>The Best Book</b><br>Genre: Fiction<br>Word Count: 967<br>Lexile: 1100                            | Context Clues 9-10.L.VAU.4.a<br>Textual Evidence 9-10.RL.KID.1<br>Summarizing 9-10.RL.KID.2<br>Theme 9-10.RL.KID.2<br>Language, Style, and Audience 9-10.RL.CS.4<br>Point of View 9-10.RL.CS.6 |
|  | <b>Altruism</b><br>Genre: Non-Fiction<br>Word Count: 636<br>Lexile: 1100                             | Informational Text Elements 9-10.RI.KID.1<br>Textual Evidence 9-10.RI.KID.1<br>Author's Purpose and Point of View 9-10.RI.CS.6<br>Reasons and Evidence 9-10.RI.IKI.8                           |
|  | <b>Taking a Look at Global Microlending</b><br>Genre: Non-Fiction<br>Word Count: 697<br>Lexile: 1200 | Informational Text Elements 9-10.RI.KID.1<br>Textual Evidence 9-10.RI.KID.1<br>Author's Purpose and Point of View 9-10.RI.CS.6<br>Reasons and Evidence 9-10.RI.IKI.8                           |
|  | <b>A Letter from The Past</b><br>Genre: Fiction<br>Word Count: 773<br>Lexile: 1100                   | Textual Evidence 9-10.RL.KID.1<br>Context Clues 9-10.L.VAU.4.a<br>Summarizing 9-10.RL.KID.2<br>Theme 9-10.RL.KID.2<br>Language, Style, and Audience 9-10.RL.CS.4<br>Point of View 9-10.RL.CS.6 |
| NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. |  |  |
| Revising and Editing   | Student Passage #1   | Adverb Phrases 9-10.L.CSE.1<br>Adjective Phrases 9-10.L.CSE.1<br>Verbal Phrases 9-10.L.CSE.1<br>Noun Phrases 9-10.L.CSE.1  |
|  | Student Passage #2   | Communicating Ideas Clearly LAFS.910.W.2.5<br>Audience LAFS.910.W.2.5  |
| Writing  | Prompt: Oral Presentation  | Oral Presentation 9-10.W.TTP.2.a, 9-10.W.TTP.2.b, 9-10.W.TTP.2.c,<br>9-10.W.TTP.2.d, 9-10.W.TTP.2.e, 9-10.W.TTP.2.f, 9-10.W.TTP.2.g  |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource            | Description   | Recommended Usage  |
|---------------------|---|--|
| ELL Resources       | My Younger Self, Fiction  | "My Younger Self" serves as structural and thematic model for "Letter to My Younger Self," and may be used in place of or as an extension to this text.  |
|                     | A Woman's Place, Informational  | "A Woman's Place" serves as structural and thematic model for Lumberjanes and may be used in place of or as an extension to this text.                   |
|                     | EOP, Monologue  | In this Extended Oral Project, students will write a monologue about achieving goals. This may be assigned in place of this unit's EWP.                  |
| Novel Study Options | Everything, Everything, Fiction<br>To Kill a Mockingbird, Fiction<br>I Know Why the Caged Bird Sings, Informational | Novel Studies are chosen to connect with each unit's theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit. |

# GRADE 9

This grade level Curriculum Map outlines the scope and sequence of texts and skills that are taught in each unit. Every unit is built around a theme, essential question, and genre focus. The charts that follow provide suggested pacing, along with guidance on opportunities for practice and reteaching to standards mastery.

Titles of the reading selections, including paired texts. To the left are days for suggested pacing.

Skill lessons and focus standards that are taught with each text or cluster of texts.

Spotlight Skill lessons along with texts in future units that teachers can use to review any skills or concepts with which students may be struggling.

Opportunities to practice skills that were taught with each text as well as spiraled skills from previous texts and units in the Close Reading of a given text.

| Days  | Readings   | Skill and Standard Instruction            | Additional Program Lessons for Reteaching  | Skill Practice and Spiraling  |
|-------|--|---|--|---|
| 12-13 | Tableau  | Poetic Elements and Structure (6.RL.CS.5) | Spotlight: Poetic Elements and Structure (6.RL.CS.5)<br><br>Unit 3: I, Too Poetic Elements and Structure (6.RL.CS.5)<br><br>Unit 4: Famous Poetic Elements and Structure (6.RL.CS.5) | Figurative Language (6.RL.CS.4; 6.L.VAU.5)<br><br>Poetic Elements and Structure (6.RL.CS.5) |
| 14-19 | <b>PAIRED READINGS</b><br><br>The Voice in My Head<br><br>We're on the Same Team | Summarizing (6.RI.KID.2)                  | Spotlight: Summarizing (6.RI.KID.2)  | Textual Evidence (6.RI.KID.1)<br><br>Summarizing (6.RI.KID.2)                               |

The Curriculum map also includes pacing for and a breakdown of the Extended Writing Project, the long-form writing assignment for each unit. Additional charts provide information on the end-of-unit review and assessment along with resources for supplementary instruction.

| Days | Readings   | Skill and Standard Instruction   | Additional Program Lessons for Reteaching   | Skill Practice and Spiraling  |
|------|--|--|---|---|
| 1-6  | <p>Big Idea:<br/>Why do we feel the need to belong?</p> <p>Marigolds</p> | <p>Recognizing Genre: Fiction</p> <p>Academic Vocabulary:<br/>Creating a Draft</p> <p>Annotation (9-10.RL.KID.1)</p> <p>Context Clues (9-10.RL.CS.4; 9-10.L.VAU.4.a)</p> <p>Reading Comprehension (9-10.RL.RRTC.10)</p> <p>Text-Dependent Responses (9-10.RL.KID.1)</p> <p>Textual Evidence (9-10.RL.KID.1)</p> <p>Character (9-10.RL.KID.2, 9-10.RL.KID.3)</p> <p>Collaborative Conversations (9-10.SL.CC.1)</p> <p>Short Constructed Responses (9-10.RL.KID.1; 9-10.W.RW.10)</p> <p>Peer Review (9-10.W.PDW.5)</p> | <p>Spotlight<br/>Skill: Annotation (9-10.RL.KID.1)</p> <p>Spotlight<br/>Skill: Context Clues (9-10.RL.CS.4; 9-10.L.VAU.4.a)</p> <p>Spotlight<br/>Skill: Reading Comprehension (9-10.RL.RRTC.10)</p> <p>Spotlight<br/>Skill: Textual Evidence (9-10.RL.KID.1)</p> <p>Spotlight<br/>Skill: Character (9-10.RL.KID.2, 9-10.RL.KID.3)</p> <p>Spotlight<br/>Skill: Collaborative Conversations (9-10.SL.CC.1)</p> <p>Spotlight<br/>Skill: Short Constructed Response (9-10.RL.KID.1; 9-10.W.RW.10)</p> <p>Unit 3<br/>Text: The Most Dangerous Game<br/>Skill: Character (9-10.RL.KID.2, 9-10.RL.KID.3)</p> <p>Unit 3<br/>Text: The Odyssey<br/>Skill: Character (9-10.RL.KID.2, 9-10.RL.KID.3)</p> <p>Unit 4<br/>Text: The Cask of Amontillado<br/>Skill: Character (9-10.RL.KID.2, 9-10.RL.KID.3)</p> | <p>Write: Analyzing Genre</p> <p>Character (9-10.RL.KID.2, 9-10.RL.KID.3)</p>   |
| 7-9  | <p>The Necklace</p>  | <p>Theme (9-10.RL.KID.2)</p>   | <p>Spotlight<br/>Skill: Theme (9-10.RL.KID.2)</p> <p>Unit 2<br/>Text: Volar<br/>Skill: Theme (9-10.RL.KID.2)</p> <p>Unit 4<br/>Text: The Cask of Amontillado<br/>Skill: Theme (9-10.RL.KID.2)</p> <p>Unit 5<br/>Text: Catch the Moon<br/>Skill: Theme (9-10.RL.KID.2)</p> <p>Unit 6<br/>Text: The Scarlet Ibis<br/>Skill: Theme (9-10.RL.KID.2)</p>   | <p>Textual Evidence (9-10.RL.KID.1)</p> <p>Theme (9-10.RL.KID.2)</p> <p>Character (9-10.RL.KID.3)</p> <p>Plot (9-10.RL.KID.3)</p> |

| Days  | Readings   | Skill and Standard Instruction  | Additional Program Lessons for Reteaching  | Skill Practice and Spiraling   |
|-------|--|---|--|--|
| 11-14 | <p><b>PAIRED READINGS</b></p> <p>Metamorphoses</p> <p>Braving the Wilderness</p> <p>St. Lucy's Home for Girls Raised by Wolves</p> | <p>Compare and Contrast (9-10.RL.IK1.9)</p> <p>Allusion (9-10.RL.IK1.9)</p>             | <p>Spotlight<br/>Skill: Allusion (9-10.RL.IK1.9)</p> <p>Spotlight<br/>Skill: Compare and Contrast (9-10.RL.IK1.9)</p> <p>Unit 4<br/>Text: The Tragedy of Romeo and Juliet (Act II scene ii)<br/>Skill: Allusion (9-10.RL.IK1.9)</p>  | <p>Textual Evidence (9-10.RL.KID.1)</p> <p>Theme (9-10.RL.KID.2)</p> <p>Character (9-10.RL.KID.3)</p> <p>Compare and Contrast (9-10.RL.IK1.9)</p>                            |
| 15-18 | <p><b>PAIRED READINGS</b></p> <p>Sure You Can Ask Me a Personal Question</p> <p>Angela's Ashes: A Memoir</p>                       | <p>Language, Style, and Audience (9-10.RI.CS.4)</p>                                     | <p>Spotlight<br/>Skill: Language, Style, and Audience (9-10.RI.CS.4)</p> <p>Unit 4:<br/>Text: Blues Ain't No Mockingbird<br/>Skill: Language, Style, and Audience (9-10.RI.CS.4)</p> <p>Unit 5:<br/>Text: Love in a Headscarf<br/>Skill: Language, Style, and Audience (9-10.RI.CS.4)</p> <p>Unit 6:<br/>Text: Lift Every Voice and Sing<br/>Skill: Language, Style, and Audience (9-10.RI.CS.4)</p> | <p>Textual Evidence (9-10.RI.KID.1)</p> <p>Language, Style, and Audience (9-10.RI.CS.4)</p> <p>Tone (9-10.RI.CS.4)</p> <p>Compare and Contrast (9-10.RI.IK1.9)</p>           |
| 19    | <p>Why I Lied to Everyone in High School About Knowing Karate</p>  |   |  |  |
| 20-24 | <p><b>PAIRED READINGS</b></p> <p>Welcome to America</p> <p>I Have a Dream</p>  | <p>Arguments and Claim (9-10.RI.IK1.8)</p> <p>Rhetoric (9-10.RI.CS.6; 9-10.SL.CC.3)</p> | <p>Spotlight<br/>Skill: Rhetoric (9-10.RI.CS.6; 9-10.SL.CC.3)</p> <p>Spotlight<br/>Skill: Arguments and Claim (9-10.RI.IK1.8)</p> <p>Unit 3:<br/>Text: The Origin of Intelligence<br/>Skill: Arguments and Claims (9-10.RI.IK1.8)</p>  | <p>Textual Evidence (9-10.RI.KID.1)</p> <p>Rhetoric (9-10.RI.CS.6; 9-10.SL.CC.3)</p> <p>Arguments and Claims (9-10.RI.IK1.8)</p> <p>Compare and Contrast (9-10.RI.IK1.9)</p> |
| 25    | <p>The Future in My Arms</p>   |   |  |  |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days  | Extended Writing Project and Grammar        | Skill and Standard Instruction  | Additional Lessons for Reteaching   |
|-------|---|---|---|
| 16    | Narrative Writing Process: Plan             |   |   |
| 17-18 | Narrative Writing Process: Draft            | Organize Narrative Writing (9-10.W.TTP.3.a, 9-10.W.TTP.3.b)   | Spotlight<br>Skill: Organize Narrative Writing (9-10.W.TTP.3.a, 9-10.W.TTP.3.b)   |
| 19-24 | Narrative Writing Process: Revise           | Story Beginnings (9-10.W.TTP.3.a)<br>Narrative Techniques (9-10.W.TTP.3.d)<br>Narrative Sequencing (9-10.W.TTP.3.b, 9-10.W.TTP.3.c)<br>Descriptive Details (9-10.W.TTP.3.f)<br>Conclusions (9-10.W.TTP.3.e) | Spotlight<br>Skill: Story Beginnings (9-10.W.TTP.3.a)<br><br>Spotlight<br>Skill: Narrative Techniques (9-10.W.TTP.3.d)<br><br>Spotlight<br>Skill: Narrative Sequencing (9-10.W.TTP.3.b, 9-10.W.TTP.3.c)<br><br>Spotlight<br>Skill: Descriptive Details (9-10.W.TTP.3.f)<br><br>Spotlight<br>Skill: Conclusions (9-10.W.TTP.3.e) |
| 25-28 | Narrative Writing Process: Edit and Publish | Prepositions and Prepositional Phrases (9-10.L.CSE.1)<br>Independent and Dependent Clauses (9-10.L.CSE.1)<br>Basic Spelling Rule I (9-10.L.CSE.2)   | Spotlight<br>Skill: Prepositions and Prepositional Phrases (9-10.L.CSE.1)<br><br>Spotlight<br>Skill: Independent and Dependent Clauses (9-10.L.CSE.1)<br><br>Spotlight<br>Skill: Basic Spelling Rule I (9-10.L.CSE.2)   |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment   | Skill Practice and Assessment  |
|------|-------------------------|--|
| 29   | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30   | End-of-Unit Assessment  | For more detail, please see the End-of-Unit Assessment chart below for Grade 9 Unit 1.   |

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

| Assessment Section   | Content  | Assessed Skills and Standards  |
|----------------------|--|--|
| Reading              | <b>Excerpt From Main Street, Chapter III</b><br>Genre: Non-Fiction<br>Word Count: 590<br>Lexile: 770 | Textual Evidence 9-10.RL.KID.1<br>Theme 9-10.RL.KID.2<br>Character 9-10.RL.KID.3<br>Plot 9-10.RL.KID.3   |
|                      | <b>From City to Country</b><br>Genre: Fiction<br>Word Count: 590<br>Lexile: 900                      | Textual Evidence 9-10.RL.KID.1<br>Theme 9-10.RL.KID.2<br>Character 9-10.RL.KID.3<br>Plot 9-10.RL.KID.3<br>Compare and Contrast 9-10.RL.IKI.9   |
|                      | <b>A Powerful Phrase</b><br>Genre: Non-fiction<br>Word Count: 643<br>Lexile: 1100                    | Textual Evidence 9-10.RL.KID.1<br>Language, Style, and Audience 9-10.RI.CS.4<br>Context Clues 9-10.L.VAU.4.a<br>Rhetoric 9-10.RI.CS.6<br>Arguments and Claims 9-10.RI.IKI.8          |
|                      | <b>Family Drama</b><br>Genre: Fiction<br>Word Count: 905<br>Lexile: N/A                              | Textual Evidence 9-10.RL.KID.1<br>Theme 9-10.RL.KID.2<br>Character 9-10.RL.KID.3<br>Plot 9-10.RL.KID.3<br>Context Clues 9-10.L.VAU.4.a   |
| Revising and Editing | Student Passage #1   | Prepositions and Prepositional Phrases 9-10.L.CSE.1<br>Spelling 9-10.L.CSE.2<br>Independent and Dependent Clauses 9-10.L.CSE.1   |
|                      | Student Passage #2   | Organizing Writing 9-10.W.PDW.5<br>Narrative Techniques 9-10.W.PDW.5<br>Descriptive Details 9-10.W.PDW.5<br>Transition Words 9-10.W.PDW.5<br>Beginnings and Conclusions 9-10.W.PDW.5 |
| Writing              | Prompt: Narrative Writing  | Narrative Writing 9-10.W.TTP.3.a, 9-10.W.TTP.3.b, 9-10.W.TTP.3.c, 9-10.W.TTP.3.d, 9-10.W.TTP.3.e, 9-10.W.TTP.3.f   |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource            | Description   | Recommended Usage   |
|---------------------|---|---|
| ELL Resources       | The Christmas Truce of 1914, Informational  | “The Christmas Truce of 1914” serves as structural and thematic model for “I Have a Dream,” and may be used in place of or as an extension to this text.                      |
|                     | When Everything Changed, Poetry   | “When Everything Changed” serves as structural and thematic model for “Sure You Can Ask Me a Personal Question,” and may be used in place of or as an extension to this text. |
|                     | EOP, Realistic Scene  | In this Extended Oral Project, students will write a realistic scene about joining a new team or club. This may be assigned in place of this unit’s EWP.                      |
| Novel Study Options | American Born Chinese, Fiction<br>Of Mice and Men, Fiction<br>Angela’s Ashes, Informational | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.                      |

# GRADE 9 UNIT 2

Theme: The Call to Adventure

Essential Question: What will you learn on your journey?

Genre Focus: Informational Text

| Days  | Readings   | Skill and Standard Instruction  | Additional Program Lessons for Reteaching  | Skill Practice and Spiraling  |
|-------|--|---|--|---|
| 1-2   | Big Idea: What will you learn on your journey?   | Recognizing Genre: Informational Text<br><br>Academic Vocabulary: Conducting Research |  | Write: Analyzing Genre  |
| 3-8   | <b>PAIRED READINGS</b><br><br>Stopping by Woods on a Snowy Evening<br><br>12 (from Gitanjali)<br><br>The Journey   | Poetic Elements and Structure (9-10.RL.CS.5)  | Spotlight<br>Skill: Figurative Language (9-10.RL.CS.4; 9-10.LVAU.5)<br><br>Spotlight<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 5<br>Text: Dusting<br>Skill: Figurative Language (9-10.RL.CS.4; 9-10.LVAU.5)<br><br>Unit 5<br>Text: Dusting<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 5<br>Text: The Raven<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 6<br>Text: Lift Every Voice and Sing<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5) | Textual Evidence (9-10.RL.KID.1)<br><br>Poetic Elements and Structure (9-10.RL.CS.5)  |
| 9-12  | Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: “You Can’t Teach Soul”   | Media (9-10.RI.IK1.7)<br><br>Informational Text Elements (9-10.RI.KID.3)              | Spotlight<br>Skill: Informational Text Elements (9-10.RI.KID.3)<br><br>Spotlight<br>Skill: Media (9-10.RI.IK1.7)<br><br>Unit 4<br>Text: Quiet: The Power of Introverts in a World That Can’t Stop Talking<br>Skill: Informational Text Elements (9-10.RI.KID.3)  | Textual Evidence (9-10.RI.1)<br><br>Informational Text Elements (9-10.RI.KID.3)<br><br>Language, Style, and Audience (9-10.RI.CS.4) |
| 13-17 | <b>PAIRED READINGS</b><br><br>Highest Duty: My Search for What Really Matters<br><br>Bessie Coleman: Woman who ‘dared to dream’ made aviation history<br><br>Volar | Theme (9-10.RL.KID.2)   | Spotlight<br>Skill: Theme (9-10.RL.KID.2)<br><br>Unit 4<br>Text: The Cask of Amontillado<br>Skill: Theme (9-10.RL.KID.2)<br><br>Unit 5<br>Text: Catch the Moon<br>Skill: Theme (9-10.RL.KID.2)<br><br>Unit 6<br>Text: The Scarlet Ibis<br>Skill: Theme (9-10.RL.KID.2)   | Theme (9-10.RL.KID.2)<br><br>Compare and Contrast (9-10.RL.IK1.9)   |



| Days  | Readings   | Skill and Standard Instruction  | Additional Program Lessons for Reteaching   | Skill Practice and Spiraling   |
|-------|--|---|---|--|
| 18-21 | Wild: From Lost to Found on the Pacific Crest Trail  | <p>Author's Purpose and Point of View (9-10.RI.CS.6)</p> <p>Informational Text Structure (9-10.RI.CS.5)</p> <p>Central or Main Idea (9-10.RI.KID.2)</p> | <p>Spotlight<br/>Skill: Informational Text Structure (9-10.RI.CS.5)</p> <p>Spotlight<br/>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)</p> <p>Unit 2<br/>Text: Restless Genes<br/>Skill: Informational Text Structure (9-10.RI.CS.5)</p> <p>Unit 3<br/>Text: An Indian Father's Plea<br/>Skill: Informational Text Structure (9-10.RI.CS.5)</p> <p>Unit 3<br/>Text: An Indian Father's Plea Skill: Author's Purpose and Point of View (9-10.RI.CS.6)</p> <p>Unit 3<br/>Text: Georgia O'Keeffe<br/>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)</p> <p>Unit 4<br/>Text: Remarks to the Senate in Support of a Declaration of Conscience<br/>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)</p> <p>Unit 6<br/>Text: Letters to a Young Poet<br/>Skill: Author's Purpose and Point of view (9-10.RI.CS.6)</p> | <p>Textual Evidence (9-10.RI.KID.1)</p> <p>Informational Text Structure (9-10.RI.CS.5)</p> <p>Author's Purpose and Point of View (9-10.RI.CS.6)</p> <p>Central or Main Idea (9-10.RI.KID.2)</p>              |
| 22-26 | <p style="text-align: center;"><b>PAIRED READINGS</b></p> <p>The Art of Choosing</p> <p>Restless Genes</p> | <p>Informational Text Structure (9-10.RI.CS.5)</p> <p>Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)</p>                                       | <p>Spotlight<br/>Skill: Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)</p> <p>Spotlight<br/>Skill: Informational Text Structure (9-10.RI.CS.5)</p> <p>Unit 3:<br/>Text: An Indian Father's Plea<br/>Skill: Informational Text Structure (9-10.RI.CS.5)</p>   | <p>Textual Evidence (9-10.RI.KID.1)</p> <p>Informational Text Elements (9-10.RI.KID.3)</p> <p>Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)</p> <p>Informational Text Structure (9-10.RI.CS.5)</p> |
| 27    | Apollo 13: Mission Highlights  |   |   |  |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days  | Extended Writing Project and Grammar          | Skill and Standard Instruction   | Additional Lessons for Reteaching  |
|-------|---|--|--|
| 16    | Informative Writing Process: Plan             |  |  |
| 17-19 | Informative Writing Process: Draft            | Organizing Informative Writing (9-10.W.TTP.2.b)<br><br>Thesis Statement (9-10.W.TTP.2.a)   | Spotlight<br>Skill: Organizing Informative Writing   |
| 20-24 | Informative Writing Process: Revise           | Introductions (9-10.W.TTP.2.a)<br><br>Transitions (9-10.W.TTP.2.b)<br><br>Precise Language (9-10.W.TTP.2.f)<br><br>Conclusions (9-10.W.TTP.2.d)      | Spotlight<br>Skill: Introductions (9-10.W.TTP.2.a)<br><br>Spotlight<br>Skill: Transitions (9-10.W.TTP.2.b)<br><br>Spotlight<br>Skill: Precise Language (9-10.W.TTP.2.f)<br><br>Spotlight<br>Skill: Conclusions (9-10.W.TTP.2.d)      |
| 25-28 | Informative Writing Process: Edit and Publish | Style (9-10.W.TTP.2.g)<br><br>Colons (9-10.L.CSE.2)<br><br>Clauses – Adjective Clauses (9-10.L.CSE.1)<br><br>Clauses – Adverb Clauses (9-10.L.CSE.1) | Spotlight<br>Skill: Style (9-10.W.TTP.2.g)<br><br>Spotlight<br>Skill: Colons (9-10.L.CSE.2)<br><br>Spotlight<br>Skill: Clauses – Adjective Clauses (9-10.L.CSE.1)<br><br>Spotlight<br>Skill: Clauses – Adverb Clauses (9-10.L.CSE.1) |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment   | Skill Practice and Assessment  |
|------|-------------------------|--|
| 29   | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30   | End-of-Unit Assessment  | For more detail, please see the End-of-Unit Assessment chart below for Grade 9 Unit 2.   |

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

| Assessment Section   | Content  | Assessed Skills and Standards  |
|--|--|--|
| Reading  | <b>The Adventure Itself</b><br>Genre: Non-Fiction<br>Word Count: 524<br>Lexile: 1200           | Informational Text Elements 9-10.RI.KID.3<br>Connotation and Denotation 9-10.RI.CS.4<br>Informational Text Structure 9-10.RI.CS.5<br>Textual Evidence 9-10.RI.KID.1<br>Author's Purpose and Point of View 9-10.RI.CS.6 |
|  | <b>The Urban Exodus</b><br>Genre: Fiction<br>Word Count: 562<br>Lexile: 1100                   | Textual Evidence 9-10.RL.KID.1<br>Informational Text Elements 9-10.RI.KID.3<br>Connotation and Denotation 9-10.RI.CS.4<br>Informational Text Structure 9-10.RI.CS.5<br>Author's Purpose and Point of View 9-10.RI.CS.6 |
|  | <b>Clearing the Way for Adventure</b><br>Genre: Non-fiction<br>Word Count: 514<br>Lexile: 1300 | Textual Evidence 9-10.RL.KID.1<br>Informational Text Elements 9-10.RI.KID.3<br>Connotation and Denotation 9-10.RI.CS.4<br>Informational Text Structure 9-10.RI.CS.5<br>Author's Purpose and Point of View 9-10.RI.CS.6 |
|  | <b>Adventures in English</b><br>Genre: Non-Fiction<br>Word Count: 515<br>Lexile: 1100          | Textual Evidence 9-10.RL.KID.1<br>Informational Text Elements 9-10.RI.KID.3<br>Connotation and Denotation 9-10.RI.CS.4<br>Informational Text Structure 9-10.RI.CS.5  |
| NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. |  |  |
| Revising and Editing   | Student Passage #1   | Adverb Clauses 9-10.L.CSE.1<br>Adjective Clauses 9-10.L.CSE.1<br>Semicolons 9-10.L.CSE.2<br>Colons 9-10.L.CSE.2<br>Conjunctive Adverbs 9-10.L.CSE.2<br>Independent and Dependent Clauses 9-10.L.CSE.1                  |
|  | Student Passage #2   | Thesis 9-10.W.PDW.5<br>Supporting Details 9-10.W.PDW.5<br>Organizing Writing: Informational Writing 9-10.W.PDW.5<br>Precise Language 9-10.W.PDW.5<br>Beginnings and Conclusions 9-10.W.PDW.5                           |
| Writing  | Prompt: Informative Writing  | Informative Writing 9-10.W.TTP.2.a, 9-10.W.TTP.2.b, 9-10.W.TTP.2.c,<br>9-10.W.TTP.2.d, 9-10.W.TTP.2.e, 9-10.W.TTP.2.f, 9-10.W.TTP.2.g  |

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource            | Description  | Recommended Usage   |
|---------------------|--|---|
| ELL Resources       | Chasing Deer, Fiction  | "Chasing Deer" serves as structural and thematic model for "Restless Genes," and may be used in place of or as an extension to this text.   |
|                     | Women with Wings, Informational  | "Women with Wings" serves as structural and thematic model for "Bessie Coleman: Woman who 'dared to dream' made aviation history," and may be used in place of or as an extension to this text. |
|                     | EOP, Personal Narrative  | In this Extended Oral Project, students will write a personal narrative from the point of view of Wilbur Wright. This may be assigned in place of this unit's EWP.                              |
| Novel Study Options | A Walk in the Woods, Informational<br>Bless Me, Ultima, Fiction<br>The Hobbit, Fiction | Novel Studies are chosen to connect with each unit's theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.  |

# GRADE 9 UNIT 3

Theme: Declaring Your Genius

Essential Question: How do you define intelligence?

Genre Focus: Argumentative Text

| Days | Readings   | Skill and Standard Instruction   | Additional Program Lessons for Reteaching  | Skill Practice and Spiraling   |
|------|--|--|--|--|
| 1-2  | Big Idea: How do you define intelligence?  | Recognizing Genre: Argumentative Text<br><br>Academic Vocabulary: Writing About Thinking   |  | Write: Analyzing Genre   |
| 3-8  | <b>PAIRED READINGS</b><br><br>Señora X No More<br><br>from The Lost Letters of Frederick Douglass<br><br>An Indian Father's Plea | Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Reasons and Evidence (9-10.RI.IKI.8; 9-10.SL.CC.3)<br><br>Informational Text Structure (9-10.RI.CS.5) | Spotlight<br>Skill: Informational Text Structure (9-10.RI.CS.5)<br><br>Spotlight<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Spotlight<br>Skill: Reasons and Evidence (9-10.RI.IKI.8; 9-10.SL.CC.3)<br><br>Unit 3<br>Text: Georgia O'Keeffe<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Unit 4<br>Text: Remarks to the Senate in Support of a Declaration of Conscience<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Unit 6<br>Text: Letters to a Young Poet<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Unit 6<br>Text: Letters to a Young Poet<br>Skill: Reasons and Evidence (9-10.RI.IKI.8; 9-10.SL.CC.3) | Textual Evidence (9-10.RI.KID.1)<br><br>Informational Text Structure (9-10.RI.CS.5)<br><br>Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Reasons and Evidence (9-10.RI.IKI.8; 9-10.SL.CC.3)<br><br>Compare and Contrast (9-10.RI.IKI.9) |
| 9-12 | Georgia O'Keeffe   | Context Clues (9-10.RI.CS.4; 9-10.L.VAU.4.a)<br><br>Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Technical Language (9-10.RI.CS.4)                 | Spotlight<br>Skill: Context Clues (9-10.RI.CS.4; 9-10.L.VAU.4.a)<br><br>Spotlight<br>Skill: Technical Language (9-10.RI.4)<br><br>Spotlight<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Unit 4<br>Text: Remarks to the Senate in Support of a Declaration of Conscience<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Unit 6<br>Text: Letters to a Young Poet<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)  | Textual Evidence (9-10.RI.KID.1)<br><br>Context Clues (9-10.RI.CS.4; 9-10.L.VAU.4.a)<br><br>Author's Purpose and Point of View (9-10.RI.CS.6)  |
| 13   | The Singularity Is Near  |  |  |  |

| Days  | Readings  | Skill and Standard Instruction  | Additional Program Lessons for Reteaching   | Skill Practice and Spiraling   |
|-------|---|---|---|--|
| 14-16 | The Most Dangerous Game   | <p>Story Structure (9-10.RL.CS.5)</p> <p>Character (9-10.RL.KID.3)</p>  | <p>Spotlight<br/>Skill: Character (9-10.RL.KID.3)</p> <p>Spotlight<br/>Skill: Story Structure (9-10.RL.CS.5)</p> <p>Unit 4<br/>Text: The Cask of Amontillado<br/>Skill: Character (9-10.RL.KID.3)</p> <p>Unit 3<br/>Text: The Odyssey (Book XII - Butler translation)<br/>Skill: Character (9-10.RL.KID.3)</p> <p>Unit 4<br/>Text: The Cask of Amontillado<br/>Skill: Story Structure (9-10.RL.CS.5)</p> <p>Unit 5<br/>Text: Catch the Moon<br/>Skill: Story Structure (9-10.RL.CS.5)</p> | <p>Textual Evidence (9-10.RL.KID.1)</p> <p>Theme (9-10.RL.KID.2)</p> <p>Story Structure (9-10.RL.CS.5)</p>   |
| 17-21 | <p><b>PAIRED READINGS</b></p> <p>Outliers: The Story of Success</p> <p>The Origin of Intelligence</p>                 | <p>Summarizing (9-10.RI.KID.2)</p> <p>Arguments and Claims (9-10.RI.IKI.8)</p> <p>Logical Fallacies (9-10.RI.IKI.8)</p> | <p>Spotlight<br/>Skill: Summarizing (9-10.RI.KID.2)</p> <p>Spotlight<br/>Skill: Arguments and Claims (9-10.RI.IKI.8)</p> <p>Spotlight<br/>Skill: Logical Fallacies (9-10.RI.IKI.8)</p> <p>Unit 4<br/>Text: Quiet: The Power of Introverts in a World That Can't Stop Talking<br/>Skill: Summarizing (9-10.RI.KID.2)</p>   | <p>Textual Evidence (9-10.RI.KID.1)</p> <p>Summarizing (9-10.RI.KID.2)</p> <p>Arguments and Claims (9-10.RI.IKI.8)</p> <p>Logical Fallacies (9-10.RI.IKI.8)</p>                |
| 22    | The Secret to Raising Smart Kids  |   |   |  |
| 23-26 | <p><b>PAIRED READINGS</b></p> <p>The Odyssey (A Graphic Novel)</p> <p>The Odyssey (Book XII – Butler translation)</p> | <p>Character (9-10.RL.KID.3)</p> <p>Media (9-10.RL.IKI.7)</p>   | <p>Spotlight<br/>Skill: Character (9-10.RL.KID.3)</p> <p>Spotlight<br/>Skill: Media (9-10.RL.IKI.7)</p> <p>Unit 4<br/>Text: The Cask of Amontillado<br/>Skill: Character (9-10.RL.KID.3)</p> <p>Unit 4<br/>Text: The Tragedy of Romeo and Juliet (Act III Scene ii)<br/>Skill: Media (9-10.RL.IKI.7)</p> <p>Unit 6<br/>Text: Lumberjanes<br/>Skill: Media (9-10.RL.IKI.7)</p>   | <p>Textual Evidence (9-10.RL.KID.1)</p> <p>Theme (9-10.RL.KID.2)</p> <p>Character (9-10.RL.KID.3)</p> <p>Media (9-10.RL.IKI.7)</p> <p>Compare and Contrast (9-10.RL.IKI.9)</p> |
| 27    | Convocation Remarks at Harvard University   |   |   |  |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days  | Extended Writing Project and Grammar            | Skill and Standard Instruction  | Additional Lessons for Reteaching   |
|-------|---|---|---|
| 16    | Argumentative Writing Process: Plan             |   |   |
| 17-20 | Argumentative Writing Process: Draft            | Thesis Statement (9-10.W.TTP.1.a)<br>Organizing Argumentative Writing (9-10.W.TTP.1.c)<br>Reasons and Relevant Evidence (9-10.W.TTP.1.b)                                    | Spotlight<br>Skill: Thesis Statement (9-10.W.TTP.1.a)<br><br>Spotlight<br>Skill: Organizing Argumentative Writing (9-10.W.TTP.1.c)<br><br>Spotlight<br>Skill: Reasons and Relevant Evidence (9-10.W.TTP.1.b)  |
| 21-24 | Argumentative Writing Process: Revise           | Introduction (9-10.W.TTP.1.a)<br>Transitions (9-10.W.TTP.1.c)<br>Conclusions (9-10.W.TTP.1.d)   | Spotlight<br>Skill: Introduction (9-10.W.TTP.1.a)<br><br>Spotlight<br>Skill: Transitions (9-10.W.TTP.1.c)<br><br>Spotlight<br>Skill: Conclusions (9-10.W.TTP.1.d)   |
| 25-28 | Argumentative Writing Process: Edit and Publish | Style (9-10.W.TTP.1.f)<br>Parallel Structure (9-10.L.CSE.1)<br>Clauses – Noun Clauses (9-10.L.CSE.1)<br>Semicolons (9-10.L.CSE.1)<br>Basic Spelling Rules II (9-10.L.CSE.2) | Spotlight<br>Skill: Style (9-10.W.TTP.1.f)<br><br>Spotlight<br>Skill: Parallel Structure (9-10.L.CSE.1)<br><br>Spotlight<br>Skill: Clauses – Noun Clauses (9-10.L.CSE.1)<br><br>Spotlight<br>Skill: Semicolons (9-10.L.CSE.1)<br><br>Spotlight<br>Skill: Basic Spelling Rules II (9-10.L.CSE.2) |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment   | Skill Practice and Assessment  |
|------|-------------------------|--|
| 29   | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30   | End-of-Unit Assessment  | For more detail, please see the End-of-Unit Assessment chart below for Grade 9 Unit 3.   |

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

| Assessment Section   | Content   | Assessed Skills and Standards   |
|----------------------|---|---|
| Reading              | <b>Twin Differences</b><br>Genre: Fiction<br>Word Count: 825<br>Lexile: 1100  | Character 9-10.RL.KID.3<br>Textual Evidence 9-10.RL.KID.1<br>Story Structure 9-10.RL.CS.5   |
|                      | <b>The Benefits of Problem-Solving in Math Instruction</b><br>Genre: Non-fiction<br>Word Count: 532<br>Lexile: 1200 | Summarizing 9-10.RI.KID.2<br>Informational Text Structure 9-10.RI.CS.5<br>Textual Evidence 9-10.RI.KID.1<br>Technical Language 9-10.RI.CS.4<br>Author's Purpose and Point of View 9-10.RI.CS.6<br>Reasons and Evidence 9-10.RI.IKI.8<br>Logical Fallacies 9-10.RI.IKI.8 |
|                      | <b>Drill Practice for Mathematical Literacy</b><br>Genre: Non-fiction<br>Word Count: 465<br>Lexile: 1200            | Summarizing 9-10.RI.KID.2<br>Informational Text Structure 9-10.RI.CS.5<br>Technical Language 9-10.RI.CS.4<br>Author's Purpose and Point of View 9-10.RI.CS.6<br>Textual Evidence 9-10.RI.KID.1<br>Reasons and Evidence 9-10.RI.IKI.8<br>Logical Fallacies 9-10.RI.IKI.8 |
|                      | <b>The Science of Intelligence</b><br>Genre: Non-Fiction<br>Word Count: 729<br>Lexile: 1200                         | Technical Language 9-10.RI.CS.4<br>Reasons and Evidence 9-10.RI.IKI.8<br>Summarizing 9-10.RI.KID.2<br>Informational Text Structure 9-10.RI.CS.5<br>Author's Purpose and Point of View 9-10.RI.CS.6<br>Textual Evidence 9-10.RI.KID.1                                    |
| Revising and Editing | Student Passage #1  | Semicolons 9-10.L.CSE.2<br>Noun Clauses 9-10.L.CSE.1<br>Parallel Structure 9-10.L.CSE.1<br>Spelling 9-10.L.CSE.2  |
|                      | Student Passage #2  | Introductions 9-10.W.PDW.5<br>Thesis 9-10.W.PDW.5<br>Reasons and Relevant Evidence 9-10.W.PDW.5<br>Transitions 9-10.W.PDW.5<br>Conclusions 9-10.W.PDW.5   |
| Writing              | Prompt: Argumentative Writing   | Argumentative Writing 9-10.W.TTP.1.a, 9-10.W.TTP.1.b, 9-10.W.TTP.1.c,<br>9-10.W.TTP.1.d, 9-10.W.TTP.1.e, 9-10.W.TTP.1.f   |

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource            | Description                                   | Recommended Usage  |
|---------------------|---|--|
| ELL Resources       | Judging the Arts, Argumentative               | “Judging the Arts” serves as structural and thematic model for “Georgia O’Keeffe,” and may be used in place of or as an extension to this text.                      |
|                     | The Importance of Mindset, Argumentative      | “The Importance of Mindset” serves as structural and thematic model for Outliers: The Story of Success, and may be used in place of or as an extension to this text. |
|                     | EOP, Informative Presentation                 | In this Extended Oral Project, students will write an informative presentation about different learning styles. This may be assigned in place of this unit’s EWP.    |
| Novel Study Options | Animal Farm, Fiction                          | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.             |
|                     | Outliers: The Story of Success, Informational |  |
|                     | The Odyssey, Fiction                          |  |

# GRADE 9 UNIT 4

Theme: The Art of Disguise

Essential Question: How do we perform for different audiences?

Genre Focus: Drama

| Days  | Readings   | Skill and Standard Instruction   | Additional Program Lessons for Reteaching   | Skill Practice and Spiraling  |
|-------|--|--|---|---|
| 1-2   | Big Idea: How do we perform for different audiences?   | Recognizing Genre: Drama<br><br>Academic Vocabulary:<br>Technical Jargon   |   | Write: Analyzing Genre  |
| 3-5   | Quiet: The Power of Introverts in a World That Can't Stop Talking  | Summarizing (9-10.RI.KID.2)<br><br>Informational Text Elements (9-10.RI.KID.3)   | Spotlight<br>Skill: Summarizing (9-10.RI.KID.2)<br><br>Spotlight<br>Skill: Informational Text Elements (9-10.RI.KID.3)<br><br>Unit 6<br>Text: Maus<br>Skill: Informational Text Elements (9-10.RI.KID.3)  | Textual Evidence (9-10.RI.KID.1)<br><br>Summarizing (9-10.RI.KID.2)<br><br>Informational Text Elements (9-10.RI.KID.3)  |
| 6-9   | Remarks to the Senate in Support of a Declaration of Conscience  | Textual Evidence (9-10.RI.KID.1)<br><br>Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Primary and Secondary Sources (9-10.RI.IKI.9) | Spotlight<br>Skill: Textual Evidence (9-10.RI.KID.1)<br><br>Spotlight<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Spotlight<br>Skill: Primary and Secondary Sources (9-10.RI.IKI.9)<br><br>Unit 6<br>Text: Letters to a Young Poet<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6) | Textual Evidence (9-10.RI.KID.1)<br><br>Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Primary and Secondary Sources (9-10.RI.IKI.9)                  |
| 10-14 | <b>PAIRED READINGS</b><br><br>Romiette and Julio<br><br>The Tragedy of Romeo and Juliet (Act II, scene ii) | Dramatic Elements and Structure (9-10.RL.CS.5)<br><br>Allusion (9-10.RL.IKI.9)<br><br>Media (9-10.RL.IKI.7)                                    | Spotlight<br>Skill: Dramatic Elements and Structure (9-10.RL.CS.5)<br><br>Spotlight<br>Skill: Media (9-10.RL.IKI.7)<br><br>Spotlight<br>Skill: Allusion (9-10.RL.IKI.9)<br><br>Unit 4<br>Text: West Side Story<br>Skill: Dramatic Elements and Structure (9-10.RL.CS.5)   | Textual Evidence (9-10.RL.KID.1)<br><br>Dramatic Elements and Structure (9-10.RL.CS.5)<br><br>Media (9-10.RL.IKI.7)<br><br>Compare and Contrast (9-10.RL.IKI.9) |
| 15    | We Wear the Mask   |  |   |   |



| Days  | Readings   | Skill and Standard Instruction   | Additional Program Lessons for Reteaching   | Skill Practice and Spiraling  |
|-------|--|--|---|---|
| 14-19 | <p style="text-align: center;"><b>PAIRED READINGS</b></p> <p>The Pose</p> <p>Blues Ain't No Mockin Bird</p>                                | <p>Language, Style, and Audience (9-10.RL.CS.4)</p> <p>Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)</p> | <p>Spotlight<br/>Skill: Language, Style, and Audience (9-10.RL.CS.4)</p> <p>Spotlight<br/>Skill: Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)</p> <p>Unit 5<br/>Text: Love in a Headscarf<br/>Skill: Language, Style, and Audience (9-10.RL.CS.4)</p> <p>Unit 6<br/>Text: Lift Every Voice and Sing<br/>Skill: Language, Style, and Audience (9-10.RL.CS.4)</p> <p>Unit 5<br/>Text: The Raven<br/>Skill: Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)</p> | <p>Textual Evidence (9-10.RL.KID.1)</p> <p>Theme (9-10.RL.KID.2)</p> <p>Character (9-10.RL.KID.3)</p> <p>Language, Style, and Audience (9-10.RL.CS.4)</p> <p>Compare and Contrast (9-10.RL.IKI.9)</p> |
| 20    | West Side Story  | Dramatic Elements and Structure (9-10.RL.CS.5)   | Spotlight<br>Skill: Dramatic Elements and Structure (9-10.RL.CS.5)  |   |
| 21-26 | <p style="text-align: center;"><b>PAIRED READINGS</b></p> <p>A Doll's House</p> <p>A Story of Vengeance</p> <p>The Cask of Amontillado</p> | <p>Story Structure (9-10.RL.CS.5)</p> <p>Character (9-10.RL.KID.3)</p> <p>Theme (9-10.RL.KID.2)</p>                | <p>Spotlight<br/>Skill: Theme (9-10.RL.KID.2)</p> <p>Spotlight<br/>Skill: Character (9-10.RL.KID.3)</p> <p>Spotlight<br/>Skill: Story Structure (9-10.RL.CS.5)</p> <p>Unit 5<br/>Text: Catch the Moon<br/>Skill: Theme (9-10.RL.KID.3)</p> <p>Unit 6<br/>Text: The Scarlet Ibis<br/>Skill: Theme (9-10.RL.KID.3)</p> <p>Unit 5<br/>Text: Catch the Moon<br/>Skill: Story Structure (9-10.RL.CS.5)</p>   | <p>Textual Evidence (9-10.RL.KID.1)</p> <p>Theme (9-10.RL.KID.2)</p> <p>Character (9-10.RL.KID.3)</p> <p>Story Structure (9-10.RL.CS.5)</p>   |
| 27    | Eulogy for Mahatma Gandhi  |  |   |   |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days  | Extended Writing Project and Grammar       | Skill and Standard Instruction  | Additional Lessons for Reteaching   |
|-------|--|---|---|
| 16    | Research Writing Process: Plan             |   |   |
| 17-20 | Research Writing Process: Draft            | Planning Research (9-10.W.RBPK.7)<br><br>Evaluating Sources (9-10.W.RBPK.8; 9-10.SL.CC.2)<br><br>Research and Notetaking (9-10.W.RBPK.7)                                | Spotlight<br>Skill: Planning Research (9-10.W.RBPK.7)<br><br>Spotlight<br>Skill: Evaluating Sources (9-10.W.RBPK.8; 9-10.SL.CC.2)<br><br>Spotlight<br>Skill: Research and Notetaking (9-10.W.RBPK.7)  |
| 21-25 | Research Writing Process: Revise           | Critiquing Research (9-10.W.RBPK.7)<br><br>Paraphrasing (9-10.W.RBPK.8)<br><br>Sources and Citations (9-10.W.RBPK.8)<br><br>Print and Graphic Features (9-10.W.TTP.2.g) | Spotlight<br>Skill: Critiquing Research (9-10.W.RBPK.7)<br><br>Spotlight<br>Skill: Paraphrasing (9-10.W.RBPK.8)<br><br>Spotlight<br>Skill: Sources and Citations (9-10.W.RBPK.8)<br><br>Spotlight<br>Skill: Print and Graphic Features (9-10.W.TTP.2.g) |
| 26-28 | Research Writing Process: Edit and Publish | Using a Style Guide (9-10.L.KL.3)<br><br>Conjunctions: Conjunctive Adverbs (9-10.L.CSE.2)<br><br>Modifiers - Absolute Phrases (9-10.L.CSE.1)                            | Spotlight<br>Skill: Using a Style Guide (9-10.L.KL.3)<br><br>Spotlight<br>Skill: Conjunctions: Conjunctive Adverbs (9-10.L.CSE.2)<br><br>Spotlight<br>Skill: Modifiers - Absolute Phrases (9-10.L.CSE.1)  |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment   | Skill Practice and Assessment  |
|------|-------------------------|--|
| 29   | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30   | End-of-Unit Assessment  | For more detail, please see the End-of-Unit Assessment chart below for Grade 9 Unit 4.   |

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

| Assessment Section   | Content   | Assessed Skills and Standards   |
|----------------------|---|---|
| Reading              | <b>The Actress</b><br>Genre: Fiction<br>Word Count: 962<br>Lexile: 1050   | Character 9-10.RL.KID.3<br>Textual Evidence 9-10.RL.KID.1<br>Story Structure 9-10.RL.CS.5   |
|                      | <b>Excerpt From <i>The Importance of Being Earnest</i> Scene II</b><br>Genre: Drama<br>Word Count: 610<br>Lexile: N/A | Textual Evidence 9-10.RL.KID.1<br>Theme 9-10.RL.KID.2<br>Character 9-10.RL.KID.3<br>Connotation and Denotation 9-10.RL.CS.4<br>Dramatic Elements and Structure 9-10.RL.CS.5<br>Language, Style, and Audience 9-10.RL.CS.4 |
|                      | <b>Modern Play</b><br>Genre: Drama<br>Word Count: 367<br>Lexile: N/A  | Theme 9-10.RL.KID.2<br>Character 9-10.RL.KID.3<br>Connotation and Denotation 9-10.L.VAU.5<br>Language, Style, and Audience 9-10.RL.CS.4   |
|                      | <b>Knock, Knock: What's Funny?</b><br>Genre: Drama<br>Word Count: 798<br>Lexile: N/A                                  | Textual Evidence 9-10.RL.KID.1<br>Theme 9-10.RL.KID.2<br>Character 9-10.RL.KID.3<br>Dramatic Elements and Structure 9-10.RL.CS.5<br>Language, Style, and Audience 9-10.RL.CS.4<br>Connotation and Denotation 9-10.RL.CS.4 |
| Revising and Editing | Student Passage #1  | Absolute Phrases 9-10.L.CSE.1<br>Conjunctive Adverbs 9-10.L.CSE.2   |
|                      | Student Passage #2  | Transitions 9-10.W.PDW.5<br>Statements 9-10.W.PDW.5<br>Evidence Use 9-10.W.PDW.5<br>Examples 9-10.W.PDW.5   |
| Writing              | Prompt: Argumentative Writing   | Research Report 9-10.W.TTP.2.a, 9-10.W.TTP.2.b, 9-10.W.TTP.2.c,<br>9-10.W.TTP.2.d, 9-10.W.TTP.2.e, 9-10.W.TTP.2.f, 9-10.W.TTP.2.g   |

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource            | Description                            | Recommended Usage   |
|---------------------|--|---|
| ELL Resources       | Love at First Sight, Drama             | “Love at First Sight, Drama” serves as structural and thematic model for The Tragedy of Romeo and Juliet and may be used in place of or as an extension to this text.                       |
|                     | Family Ties, Drama                     | “Family Ties, Drama” serves as structural and thematic model for “The Pose,” and may be used in place of or as an extension to this text.   |
|                     | EOP, Informational Presentation        | In this Extended Oral Project, students will write and present an informational presentation about an occupation they would like to have. This may be assigned in place of this unit’s EWP. |
| Novel Study Options | Romiette and Julio, Fiction            | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.                                    |
|                     | Lord of the Flies, Fiction             |   |
|                     | The Tragedy of Romeo and Juliet, Drama |   |

# GRADE 9 UNIT 5

Theme: The Dance of Romance

Essential Question: When is love worth the fall?

Genre Focus: Poetry

| Days  | Readings   | Skill and Standard Instruction  | Additional Program Lessons for Reteaching  | Skill Practice and Spiraling  |
|-------|--|---|--|---|
| 1-2   | Big Idea: When is love worth the fall?                                   | Recognizing Genre: Poetry<br><br>Academic Vocabulary: Debating with Others  |  | Write: Analyzing Genre  |
| 3-7   | <b>PAIRED READINGS</b><br><br>The Gift of the Magi<br><br>Catch the Moon | Story Structure (9-10.RL.CS.5)<br><br>Point of View (9-10.RL.CS.6)<br><br>Theme (9-10.RL.KID.2)   | Spotlight<br>Skill: Theme (9-10.RL.KID.2)<br><br>Spotlight<br>Skill: Story Structure (9-10.RL.CS.5)<br><br>Spotlight<br>Skill: Point of View (9-10.RL.CS.6)<br><br>Unit 6<br>Text: The Scarlet Ibis<br>Skill: Theme (9-10.RL.KID.3)  | Textual Evidence (9-10.RL.KID.1)<br><br>Theme (9-10.RL.KID.2)<br><br>Story Structure (9-10.RL.CS.5)<br><br>Point of View (9-10.RL.KID.6)      |
| 8-10  | Love in a Headscarf  | Central or Main Idea (9-10.RI.KID.2)<br><br>Author's Purpose and Point of View (9-10.RL.CS.6)<br><br>Language, Style, and Audience (9-10.RL.CS.4) | Spotlight<br>Skill: Language, Style, and Audience (9-10.RL.CS.4)<br><br>Spotlight<br>Skill: Author's Purpose and Point of View (9-10.RL.CS.6)<br><br>Unit 6<br>Text: Lift Every Voice and Sing<br>Skill: Language, Style, and Audience (9-10.RL.CS.4)  | Textual Evidence (9-10.RL.KID.1)<br><br>Language, Style, and Audience (9-10.RL.CS.4)<br><br>Author's Purpose and Point of View (9-10.RL.CS.6) |
| 11    | Sonnet 116   |   |  |   |
| 12-15 | <b>PAIRED READINGS</b><br><br>Masters of Love<br><br>Redbird Love        | Poetic Elements and Structure (9-10.RL.CS.5)  | Spotlight<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 5<br>Text: Dusting<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 5<br>Text: The Raven<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 6<br>Text: Lift Every Voice and Sing<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5) | Textual Evidence (9-10.RL.KID.1)<br><br>Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Compare and Contrast (9-10.RL.IKI.9)              |

| Days  | Readings  | Skill and Standard Instruction   | Additional Program Lessons for Reteaching  | Skill Practice and Spiraling  |
|-------|---|--|--|---|
| 16-20 | Dusting   | Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Figurative Language (9-10.RL.CS.4; 9-10.L.VAU.5)<br><br>Textual Evidence (9-10.RL.KID.1) | Spotlight<br>Skill: Textual Evidence (9-10.RL.KID.1)<br><br>Spotlight<br>Skill: Figurative Language (9-10.RL.CS.4; 9-10.L.VAU.5)<br><br>Spotlight<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 5<br>Text: The Raven<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 6<br>Text: Lift Every Voice and Sing<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5) | Textual Evidence (9-10.RL.KID.1)<br><br>Figurative Language (9-10.RL.CS.4; 9-10.L.VAU.5)<br><br>Poetic Elements and Structure (9-10.RL.CS.5)        |
| 21-26 | <b>PAIRED READINGS</b><br><br>A Song of Changan<br><br>How Do I Love Thee? (Sonnet 43)<br><br>The Raven | Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)                                  | Spotlight<br>Skill: Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)<br><br>Spotlight<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Unit 6<br>Text: Lift Every Voice and Sing<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5)  | Textual Evidence (9-10.RL.KID.1)<br><br>Connotation and Denotation (9-10.RI.CS.4; 9-10.L.VAU.5)<br><br>Poetic Elements and Structure (9-10.RL.CS.5) |
| 27    | The Loneliness of Lost Love in Edgar Allan Poe's "The Raven"  |  |  |   |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days  | Extended Writing Project and Grammar                | Skill and Standard Instruction  | Additional Lessons for Reteaching  |
|-------|---|---|--|
| 16    | Literary Analysis Writing Process: Plan             |   |  |
| 17-20 | Literary Analysis Writing Process: Draft            | <p>Thesis Statement (9-10.W.TTP.1.a)</p> <p>Organizing Literary Analysis Writing (9-10.W.TTP.1.c)</p> <p>Reasons and Relevant Evidence (9-10.W.TTP.1.b)</p> | <p>Spotlight<br/>Skill: Thesis Statement (9-10.W.TTP.1.a)</p> <p>Spotlight<br/>Skill: Organizing Literary Analysis Writing (9-10.W.TTP.1.c)</p> <p>Spotlight<br/>Skill: Reasons and Relevant Evidence (9-10.W.TTP.1.b)</p>     |
| 21-25 | Literary Analysis Writing Process: Revise           | <p>Introduction (9-10.W.TTP.1.a)</p> <p>Transitions (9-10.W.TTP.1.c)</p> <p>Style (9-10.W.TTP.1.f)</p> <p>Conclusions (9-10.W.TTP.1.d)</p>                  | <p>Spotlight<br/>Skill: Introduction (9-10.W.TTP.1.a)</p> <p>Spotlight<br/>Skill: Transitions (9-10.W.TTP.1.c)</p> <p>Spotlight<br/>Skill: Style (9-10.W.TTP.1.f)</p> <p>Spotlight<br/>Skill: Conclusions (9-10.W.TTP.1.d)</p> |
| 26-28 | Literary Analysis Writing Process: Edit and Publish | <p>Verbals – Participles and Participial Phrases (9-10.L.CSE.1)</p> <p>Commonly Misspelled Words (9-10.L.CSE.2)</p>   | <p>Spotlight<br/>Skill: Verbals – Participles and Participial Phrases (9-10.L.CSE.1)</p> <p>Spotlight<br/>Skill: Commonly Misspelled Words (9-10.L.CSE.2)</p>  |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment   | Skill Practice and Assessment  |
|------|-------------------------|--|
| 29   | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30   | End-of-Unit Assessment  | For more detail, please see the End-of-Unit Assessment chart below for Grade 9 Unit 5.   |

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

| Assessment Section   | Content  | Assessed Skills and Standards  |
|----------------------|--|--|
| Reading              | <b>In Dark Loss</b><br>Genre: Poetry<br>Word Count: 111<br>Lexile: N/A             | Character 9-10.RL.KID.3<br>Textual Evidence 9-10.RL.KID.1<br>Story Structure 9-10.RL.CS.5  |
|                      | <b>Strength of Love</b><br>Genre: Fiction<br>Word Count: 766<br>Lexile: 1100       | Language, Style, and Audience 9-10.RL.CS.4<br>Figurative Language 9-10.RL.CS.4<br>Connotation and Denotation 9-10.RL.CS.4<br>Context Clues 9-10.L.VAU.4.a<br>Textual Evidence 9-10.RL.KID.1<br>Theme 9-10.RL.KID.2<br>Story Structure 9-10.RL.CS.5<br>Point of View 9-10.RL.CS.6 |
|                      | <b>House for Sale</b><br>Genre: Fiction<br>Word Count: 967<br>Lexile: 1200         | Language, Style, and Audience 9-10.RL.CS.4<br>Connotation and Denotation 9-10.RL.CS.4<br>Figurative Language 9-10.RL.CS.4<br>Textual Evidence 9-10.RL.KID.1<br>Context Clues 9-10.L.VAU.4.a<br>Story Structure 9-10.RL.CS.5<br>Point of View 9-10.RL.CS.6<br>Theme 9-10.RL.KID.2 |
|                      | <b>I Am the People, the Mob</b><br>Genre: Poetry<br>Word Count: 197<br>Lexile: N/A | Figurative Language 9-10.RL.CS.4<br>Textual Evidence 9-10.RL.KID.1<br>Language, Style, and Audience 9-10.RL.CS.4<br>Context Clues 9-10.L.VAU.4.a<br>Theme 9-10.RL.KID.2<br>Poetic Elements and Structure 9-10.RL.CS.5  |
| Revising and Editing | Student Passage #1   | Spelling 9-10.L.CSE.2<br>Verbal Phrases 9-10.L.CSE.1   |
|                      | Student Passage #2   | Introductions 9-10.W.PDW.5<br>Thesis 9-10.W.PDW.5<br>Reasons and Relevant Evidence 9-10.W.PDW.5<br>Transitions 9-10.W.PDW.5<br>Conclusions 9-10.W.PDW.5  |
| Writing              | Prompt: Research Report  | Research Report 9-10.W.TTP.1.a, 9-10.W.TTP.1.b, 9-10.W.TTP.1.c,<br>9-10.W.TTP.1.d, 9-10.W.TTP.1.e, 9-10.W.TTP.1.f  |

NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows.

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction:

| Resource            | Description  | Recommended Usage  |
|---------------------|--|--|
| ELL Resources       | Food: Love or Addiction, Informational                             | “Food: Love or Addiction” serves as structural and thematic model for “Love in a Headscarf,” and may be used in place of or as an extension to this text.      |
|                     | The Visitor, Poetry  | “The Visitor” serves as structural and thematic model for “The Raven,” and may be used in place of or as an extension to this text.                            |
|                     | EOP, Debate Points   | In this Extended Oral Project, students will write and present debate points about the meaning of true love. This may be assigned in place of this unit’s EWP. |
| Novel Study Options | Untwine, Fiction<br>Anthem, Fiction<br>Great Expectations, Fiction | Novel Studies are chosen to connect with each unit’s theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.       |

# GRADE 9 UNIT 6

Theme: Human Potential

Essential Question: How can you help others achieve their goals?

Genre Focus: Fiction

| Days  | Readings   | Skill and Standard Instruction  | Additional Program Lessons for Reteaching   | Skill Practice and Spiraling  |
|-------|--|---|---|---|
| 1-2   | Big Idea: How can you help others achieve their goals?   | Recognizing Genre: Multigenre Text<br><br>Academic Vocabulary: Running the Economy                          |   | Write: Analyzing Genre  |
| 3-6   | <b>PAIRED READINGS</b><br><br>Letter to My Younger Self<br><br>Letters to a Young Poet   | Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Reasons and Evidence (9-10.RI.IKI.8; 9-10.SL.CC.3) | Spotlight<br>Skill: Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Spotlight<br>Skill: Reasons and Evidence (9-10.RI.IKI.8; 9-10.SL.CC.3) | Textual Evidence (9-10.RI.KID.1)<br><br>Author's Purpose and Point of View (9-10.RI.CS.6)<br><br>Reasons and Evidence (9-10.RI.IKI.8; 9-10.SL.CC.3)<br><br>Compare and Contrast (9-10.RI.IKI.9) |
| 7-9   | Maus   | Informational Text Elements (9-10.RI.KID.3)   | Spotlight<br>Skill: Informational Text Elements (9-10.RI.KID.3)   | Textual Evidence (9-10.RI.KID.1)<br><br>Informational Text Elements (9-10.RI.KID.3)<br><br>Author's Purpose and Point of View (9-10.RI.CS.6)  |
| 10-11 | The Scarlet Ibis   | Theme (9-10.RL.KID.2)<br><br>Word Meaning (9-10.L.VAU.4)  | Spotlight   | Textual Evidence (9-10.RL.KID.1)  |
| 12-16 | <b>PAIRED READINGS</b><br><br>To Kill a Mockingbird (from Chapters 3, 15)<br><br>The Girl Who Can<br><br>I Know Why the Caged Bird Sings | Figurative Language (9-10.RI.CS.4; 9-10.L.VAU.5)  | Spotlight<br>Skill: Figurative Language (9-10.RI.CS.4; 9-10.L.VAU.5)  | Figurative Language (9-10.RI.CS.4; 9-10.L.VAU.5)  |
| 17-21 | <b>PAIRED READINGS</b><br><br>Advice to Little Girls<br><br>Lumberjanes  | Media (9-10.RL.IKI.7)<br><br>Summarizing (9-10.RL.KID.2)  | Spotlight<br>Skill: Summarizing (9-10.RL.KID.2)<br><br>Spotlight<br>Skill: Media (9-10.RL.IKI.7)  | Textual Evidence (9-10.RL.KID.1)<br><br>Summarizing (9-10.RL.KID.2)<br><br>Media (9-10.RL.IKI.7)<br><br>Compare and Contrast (9-10.RL.IKI.9)  |



| Days  | Readings                  | Skill and Standard Instruction   | Additional Program Lessons for Reteaching  | Skill Practice and Spiraling  |
|-------|---------------------------|--|--|---|
| 22    | Pride and Perseverance    |  |  |   |
| 23    | Ode to the Selfie         |  |  |   |
| 24-27 | Lift Every Voice and Sing | Language, Style, and Audience (9-10.RL.CS.4)<br><br>Poetic Elements and Structure (9-10.RL.CS.5) | Spotlight<br>Skill: Language, Style, and Audience (9-10.RL.CS.4)<br><br>Spotlight<br>Skill: Poetic Elements and Structure (9-10.RL.CS.5) | Textual Evidence (9-10.RL.KID.1)<br><br>Language, Style, and Audience (9-10.RL.CS.4)<br><br>Poetic Elements and Structure (9-10.RL.CS.5)<br><br>Media (9-10.RL.IKI.7) |

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

| Days  | Extended Writing Project and Grammar        | Skill and Standard Instruction  | Additional Lessons for Reteaching   |
|-------|---|---|---|
| 16    | Oral Presentation Process: Plan             |   |   |
| 17-20 | Oral Presentation Process: Draft            | Evaluating Sources (9-10.W.RBPK.8; 9-10.SL.CC.2)<br><br>Organizing an Oral Presentation (9-10.SL.PKI.4, 9-10.SL.PKI.5)<br><br>Considering Audience and Purpose (9-10.SL.PKI.4, 9-10.SL.PKI.6) | Spotlight<br>Skill: Evaluating Sources (9-10.W.RBPK.8; 9-10.SL.CC.2)<br><br>Spotlight<br>Skill: Organizing an Oral Presentation (9-10.SL.PKI.4, 9-10.SL.PKI.5)<br><br>Spotlight<br>Skill: Considering Audience and Purpose (9-10.SL.PKI.4, 9-10.SL.PKI.6) |
| 21-24 | Oral Presentation Process: Revise           | Communicating Ideas (9-10.SL.PKI.4)<br><br>Reasons and Relevant Evidence (9-10.SL.CC.3)<br><br>Sources and Citations (9-10.W.RBPK.8)  | Spotlight<br>Skill: Communicating Ideas (9-10.SL.PKI.4)<br><br>Spotlight<br>Skill: Reasons and Relevant Evidence (9-10.SL.CC.3)<br><br>Spotlight<br>Skill: Sources and Citations (9-10.W.RBPK.8)  |
| 25-28 | Oral Presentation Process: Edit and Publish | Economy of Language (9-10.L.KL.3)<br><br>Noun Clauses (9-10.L.CSE.1)  | Spotlight<br>Skill: Economy of Language (9-10.L.KL.3)<br><br>Spotlight<br>Skill: Noun Clauses (9-10.L.CSE.1)  |

The final two days of the unit are reserved for review and assessment.

| Days | Review and Assessment   | Skill Practice and Assessment  |
|------|-------------------------|--|
| 29   | Spotlight Skills Review | Students will have the opportunity to complete one or more Spotlight skill lessons in order to improve understanding and further practice skills from the unit that they found most challenging. |
| 30   | End-of-Unit Assessment  | For more detail, please see the End-of-Unit Assessment chart below for Grade 9 Unit 6.   |