

Resource Title: 9th Grade English 1 and 2 (ENGH 031 059/ENGH 032 059)

Publisher: University of Nebraska High School

English-Language Arts, Grade 9-10

Standard	Develop URL	Practice URL	Assess URL
Reading: Literature			
<i>--Key Ideas and Details</i>			
1.0 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9th Grade English A and B: All Lessons and Textbook Readings	9th Grade English A and B: Lesson Self Checks; What Do You Think Activities; Video Reviews	9th Grade English A and B: Unit Evaluations; Projects; Progress Tests
2.0 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9th Grade English A Lesson 9 9th Grade English B: Lessons 2, 6 9th Grade English B: Textbook, Reading Skill pp. 43, 811, 837	9th Grade English A Lesson 9 Self Checks; What Do You Think Activities; Video Reviews 9th Grade English B: Lessons 2, 6 Self Checks and What Do You Think Activities	9th Grade English A Unit 3 Evaluation, Project 2, Progress Test 2 9th Grade English B: Units 1, 2 Evaluations; Projects 1, 2; Progress Test 1
3.0 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9th Grade English B: Lesson 3 9th Grade English B: Textbook, Reading Skill p. 811	9th Grade English B: Lesson 3 Self Checks; What Do You Think Activities; Video Reviews; Internet Search	9th Grade English B: Unit 1 Evaluation; Project 1; Progress Test 1
<i>--Craft and Structure</i>			

Standard	Develop URL	Practice URL	Assess URL
4.0 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9/10 Language standards 4-6 for additional expectations.)	9th Grade English A: Lesson 14; What do you Think	9th Grade English A: Lesson 14 Self-Checks; What Do You Think Activities; Video Reviews	9th Grade English A: Unit 4 Evaluation, Progress Test 2
5.0 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9th Grade English B: Lessons 4, 5, 19, 20 9th Grade English B: Textbook Readings	9th Grade English B: Lessons 4, 5, 19, 20 Self-Checks; What Do You Think Activities; Video Reviews	9th Grade English B: Unit Evaluations 2, 5, 6 Projects 2, 3; Progress Tests 2, 3
6.0 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9th Grade English B Lessons 16, 17, 18, 19, 20, 21 9th Grade English B: Textbook, Reading Skill pp. 868, 1063, 1091	9th Grade English B: Lessons 16, 17, 18, 19, 20, 21 Self-Checks; What Do You Think Activities; Video Reviews	9th Grade English B: Unit Evaluations 5, 6 Project 3; Progress Test 3
<i>--Integration of Knowledge and Ideas</i>			
7.0 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	9th Grade English A: Lesson 7 9th Grade English A: Textbook, Reading Skill p. 735	9th Grade English A: Lesson 7 Activities, Self-Checks	9th Grade English A: Unit 1 Evaluation 9th Grade English A: Project 1 9th Grade English A: Progress Test 1
8.0 (Not applicable to literature)			

Standard	Develop URL	Practice URL	Assess URL
9.0 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9th Grade English A: Lesson 13; Textbook, Literary Analysis p. 719-720; readings 645, 653, 723, and 731	9th Grade English A: Lesson 13 Activities, Self-Checks	9th Grade English A: Unit 4 Evaluation, Progress Test 2
<i>--Range of Reading and Level of Text Complexity</i>			
10.0 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9th Grade English A and B: - All Lessons	9th Grade English A and B Self-Checks, Activities	9th Grade English A and B Unit Evaluations, Projects, Progress Tests
Reading: Informational Text			
<i>--Key Ideas and Details</i>			
1.0 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9th Grade English A: Lesson 23	9th Grade English A: Lesson 23 Activities and Self Checks	9th Grade English A: Unit 6 Evaluation, Progress Test 3
2.0 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9th Grade English A: Lesson 23	9th Grade English A: Lesson 23 Activities and Self Checks	9th Grade English A: Unit 6 Evaluation, Progress Test 3
3.0 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	9th Grade English A: Lesson 23	9th Grade English A: Lesson 23 Activities and Self Checks	9th Grade English A: Unit 6 Evaluation, Progress Test 3
<i>--Craft and Structure</i>			
4.0 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9/10 Language standards 4-6 for additional expectations.)	9th Grade English A: Lesson 23	9th Grade English A: Lesson 23 Activities and Self Checks	9th Grade English A: Unit 6 Evaluation, Progress Test 3

Standard	Develop URL	Practice URL	Assess URL
5.0 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.	9th Grade English A: Lesson 23	9th Grade English A: Lesson 23 Activities and Self Checks	9th Grade English A: Unit 6 Evaluation, Progress Test 3
6.0 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	9th Grade English A: Lesson 23	9th Grade English A: Lesson 23 Activities and Self Checks	9th Grade English A: Unit 6 Evaluation, Progress Test 3

Standard	Develop URL	Practice URL	Assess URL
<i>--Integration of Knowledge and Ideas</i>			
7.0 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	9th Grade English A: Lessons 21, 22	9th Grade English A: Lesson 21, 22 Activities, Internet Searches and Self Checks	9th Grade English A: Unit 6 Evaluation, Progress Test 3
8.0 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	9th Grade English A: Lesson 19	9th Grade English A: Lesson 19 Activities and Self Checks	9th Grade English A: Unit 5 Evaluation, Project 3; Progress Test 3
9.0 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9th Grade English A: Lessons 19, 21	9th Grade English A: Lessons 19, 21 Activities and Self Checks	9th Grade English A: Units 5, 6 Evaluations, Project 3; Progress Test 3
<i>--Range of Reading and Level of Text Complexity</i>			
10.0 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	9th Grade English A: Lessons 19, 20, 21, 22, 23	9th Grade English A: Lessons 19, 20, 21, 22, 23 Activities and Self Checks	9th Grade English A: Units 5, 6 Evaluations, Project 3; Progress Test 3

Standard	Develop URL	Practice URL	Assess URL
Writing			
<i>--Text Types and Purposes</i>			
<p>1.0 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>9th Grade English A: Lessons 1, 2, 3, 4, 8, 12, 16, 19</p> <p>9th Grade English A: Textbook, Reading Skill, pp. 582-589</p> <p>9th Grade English B: Lesson 1</p> <p>9th Grade English B: Textbook, Reading Skill, p. 532</p>	<p>9th Grade English A: Lessons 1, 2, 3, 4, 8, 12, 16, 19 What Do You Think Activities, Self Checks and Video Reviews</p>	<p>9th Grade English A: Units 1, 2, 3, 5 Evaluations</p> <p>9th Grade English A: Projects 1, 2, 3</p> <p>9th Grade English A: Progress Tests 1, 2, 3</p> <p>9th Grade English B: Unit 1 Evaluation</p> <p>9th Grade English B: Project 1</p> <p>9th Grade English B: Unit 1 Progress Test</p>

Standard	Develop URL	Practice URL	Assess URL
<p>2.0 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>9th Grade English A: Lessons 2, 4</p> <p>9th Grade English A: Textbook, Reading Skill, p. 1018</p>	<p>9th Grade English A: Lesson 2 Self Checks</p>	<p>9th Grade English A: Unit 1 Evaluation</p> <p>9th Grade English A: Progress Test 1</p> <p>9th Grade English A: Projects 1, 2, 3</p>
<p>3.0 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>9th Grade English B: Lessons 1, 3, 4, 5, 10, 11</p> <p>9th Grade English B: Textbook, Reading Skill, p. 328, 878, 883, 1089</p>	<p>9th Grade English B: Lessons 1, 3, 4, 5, 10, 11 Self-Checks</p>	<p>9th Grade English B: Units 1, 2, 3 Evaluations; Progress Tests 1, 2; Projects 1, 2</p>

Standard	Develop URL	Practice URL	Assess URL
<i>--Production and Distribution of Writing</i>			
<p>4.0 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>9th Grade English A: Lesson 4</p> <p>9th Grade English A: Textbook, Reading Skill pp. 178, 402-406, 582-589, 686-688, 1234-1238</p> <p>9th Grade English B: Lessons 1, 3, 4, 5, 10, 11</p> <p>9th Grade English B: Textbook, Reading Skill pp. 328, 532, 878, 883</p>	<p>9th Grade English A: Lesson 4 Self Checks</p> <p>9th Grade English A: Lesson 4 What Do You Think Activities</p> <p>9th Grade English A: Lesson 4 Internet Search</p> <p>9th Grade English B: Lessons 1, 3, 4, 5, 10, 11 Self-Checks</p>	<p>9th Grade English A: Unit 1 Evaluation</p> <p>9th Grade English A: Unit 1 Progress Test</p> <p>9th Grade English B: Units 1, 2, 3 Evaluations; Progress Tests 1, 2; Projects 1, 2</p>
<p>5.0 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p>9th Grade English A: Lesson 5</p> <p>9th Grade English A: Textbook, Reading Skill pp. 178, 402-406, 582-589</p> <p>9th Grade English B: Lessons 1, 3, 4, 5, 10, 11</p> <p>9th Grade English A: Textbook, Reading Skill pp. 328, 532, 878, 883</p>	<p>9th Grade English A: Lesson 5 Self Checks; What Do You Think Activities; Video Review; Internet Search</p> <p>9th Grade English B: Lessons 1, 3, 4, 5, 10, 11 Self-Checks</p>	<p>9th Grade English A: Unit 2 Evaluation; Project 2; Progress Test 2</p> <p>9th Grade English B: Unit Evaluations 1, 2, 3; Progress Tests 1, 2; Projects 1, 2</p>

Standard	Develop URL	Practice URL	Assess URL
<p>6.0 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>9th Grade English A: Lesson 6</p> <p>9th Grade English A: Textbook, Reading Skill pp. 582-589</p> <p>9th Grade English B: Lesson 6</p> <p>9th Grade English B: Textbook, Reading Skill pp. 878, 883</p>	<p>9th Grade English A: Lesson 6 Self Checks</p> <p>9th Grade English A: Lesson 6 Internet Search</p> <p>9th Grade English B: Lesson 6 Self Checks</p> <p>9th Grade English B: Lesson 6 Internet Search</p>	<p>9th Grade English A: Unit 2 Project 2</p>
<i>--Research to Build and Present Knowledge</i>			
<p>7.0 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>9th Grade English A: Lessons 2, 7, 9, 10, 11, 16, 18, 19, 20, 22, 23</p>	<p>9th Grade English A: Lessons 2, 7, 9, 10, 11, 16, 18, 19, 20, 22, 23 Internet Search and Video Review Activities</p>	<p>9th Grade English A Projects 1, 2, 3</p>
<p>8.0 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</p>	<p>9th Grade English A: Lessons 2, 7, 9, 10, 11, 16, 18, 19, 20, 22, 23</p>	<p>9th Grade English A: Lessons 2, 7, 9, 10, 11, 16, 18, 19, 20, 22, 23 Internet Search and Video Review Activities</p>	<p>9th Grade English A Projects 1, 2, 3</p>

Standard	Develop URL	Practice URL	Assess URL
<p>9.0 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>9th Grade English B: Lesson 9</p> <p>9th Grade English B: Textbook, Reading Skill pp. 575, 835</p>	<p>9th Grade English B: Lesson 9 Self Checks</p> <p>9th Grade English B: Lesson 9 What Do You Think?</p> <p>9th Grade English B: Lesson 9 Internet Search</p>	<p>9th Grade English A: Unit 3 Evaluation</p> <p>9th Grade English A: Unit 3 Project 2</p> <p>9th Grade English A: Unit 3 Progress Test</p>
<p>10.0 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>9th Grade English A: Lesson 10</p> <p>9th Grade English A: Textbook, Reading Skill pp. 402-406, 582-289, 686-688, 1234-1238</p> <p>9th Grade English B: Lesson 10</p> <p>9th Grade English B: Textbook, Reading Skill pp. 328, 532-534, 878-883</p>	<p>9th Grade English A: Lesson 10 Self Checks</p> <p>9th Grade English A: Lesson 10 What Do You Think Activities</p> <p>9th Grade English B: Lesson 10 Self Checks</p> <p>9th Grade English B: Lesson 10 What Do You Think Activities</p> <p>9th Grade English B: Lesson 10 Internet Search</p>	<p>9th Grade English A: Unit 3 Evaluation</p> <p>9th Grade English A: Unit 3 Progress Test</p> <p>9th Grade English B: Unit 3 Evaluation</p> <p>9th Grade English B: Unit 3 Project 2</p> <p>9th Grade English B: Unit 3 Progress Test</p>
<p>Speaking and Listening</p>			
<p>--Comprehension and Collaboration</p>			

Standard	Develop URL	Practice URL	Assess URL
<p>1.0 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>9th Grade English A Lesson 1;</p> <p>9th Grade English A and B Teacher Connects</p> <p>9th Grade English A: Textbook, Reading Skill p. 406</p>	<p>9th Grade English A and B – Teacher Connects</p>	<p>9th Grade English A and B Teacher Connects</p>
<p>2.0 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>9th Grade English A: Lessons 2, 7, 9, 10, 11, 16, 18, 19, 20, 22, 23</p>	<p>9th Grade English A: Lessons 2, 7, 9, 10, 11, 16, 18, 19, 20, 22, 23 Internet Search and Video Review Activities</p>	<p>9th Grade English A Projects 1, 2, 3</p>
<p>3.0 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>9th Grade English A: Lessons 18, 19, 20, 21, 22, 23</p>	<p>9th Grade English A: Lessons 18, 19, 20, 21, 22, 23 Multimedia, What Do You Think Activities, Self-Check Tests</p>	<p>9th Grade English A Units 5 and 6 Evaluations, Project 3, Progress Test 3</p>

Standard	Develop URL	Practice URL	Assess URL
<i>--Presentation of Knowledge and Ideas</i>			
<p>4.0 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)</p> <p>b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)</p>	<p>9th Grade English B: Lesson 9</p> <p>9th Grade English B: Textbook, Reading 835</p>	<p>9th Grade English B: Lesson 9 Self Checks</p>	<p>9th Grade English B: Unit 3 Evaluation; Project 2; Progress Test 2</p>
<p>5.0 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>9th Grade English A: Lesson 5</p> <p>9th Grade English B: Lesson 9</p> <p>9th Grade English A: Textbook, Reading p. 1018</p>	<p>9th Grade English A: Lesson 5 Self Checks</p> <p>9th Grade English B: Lesson 9 Self Checks</p>	<p>9th Grade English A: Unit 2 Evaluation; Project 2; Progress Test 1</p> <p>9th Grade English B: Unit 3 Evaluation; Project 2; Progress Test 2</p>

Standard	Develop URL	Practice URL	Assess URL
<p>6.0 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>	<p>9th Grade English A: Lesson 6</p> <p>9th Grade English A: Textbook, Reading p. 1018</p> <p>9th Grade English B: Lesson 6</p> <p>9th Grade English B: Textbook, Reading pp. 835, 861</p>	<p>9th Grade English A: Lesson 6 Self Checks</p>	<p>9th Grade English A: Unit 2 Evaluation</p> <p>9th Grade English A: Project 2</p> <p>9th Grade English A: Unit 2 Progress Test</p>
Language			
<i>--Conventions of Standard English</i>			
<p>1.0 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>9th Grade English A: Lesson 1</p> <p>9th Grade English A: Textbook, Reading pp. 546, 556, 587, R52</p> <p>9th Grade English B: Lesson 1</p> <p>9th Grade English B: Textbook, Reading pp. 834, 860</p>	<p>9th Grade English A: Lesson 1 Self Checks</p> <p>9th Grade English A: Lesson 1 What Do You Think Activities</p> <p>9th Grade English B: Lesson 1 Self Checks and What Do You Think Activities</p>	<p>9th Grade English A: Unit 1 Evaluation</p> <p>9th Grade English A: Project 1</p> <p>9th Grade English A: Unit 1 Progress Test</p> <p>9th Grade English B: Unit 1 Evaluation</p> <p>9th Grade English B: Project 1</p> <p>9th Grade English B: Unit 1 Progress Test</p>

Standard	Develop URL	Practice URL	Assess URL
<p>2.0 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>9th Grade English A: Lesson 2</p> <p>9th Grade English A: Textbook, Reading pp. 589, R52-R54</p>	<p>9th Grade English A: Lesson 2 Self Checks</p> <p>9th Grade English A: Lesson 2 What Do You Think Activities</p>	<p>9th Grade English A: Unit 1 Evaluation</p> <p>9th Grade English A: Unit 1 Progress Test</p>
<i>--Knowledge of Language</i>			
<p>3.0 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>	<p>9th Grade English B: Lessons 10, 11</p>	<p>9th Grade English B: Lesson 10 Self Checks and What Do You Think Activities</p>	<p>9th Grade English Project 2</p>
<i>--Vocabulary Acquisition and Use</i>			
<p>4.0 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>9th Grade English A and B: All Lessons and Textbook Readings</p>	<p>9th Grade English A and B: Lesson Self Checks; What Do You Think Activities; Video Reviews</p>	<p>9th Grade English A and B: Unit Evaluations; Projects; Progress Tests</p>

Standard	Develop URL	Practice URL	Assess URL
<p>5.0 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>9th Grade English A: Lesson 5</p> <p>9th Grade English A: Textbook, Reading Skill pp. 625, 633, 707, 709, 712</p>	<p>9th Grade English A: Lesson 5 Self Checks</p> <p>9th Grade English A: Lesson 5 What Do You Think Activities</p> <p>9th Grade English A: Lesson 5 Video Review</p> <p>9th Grade English A: Lesson 5 Internet Search</p>	<p>9th Grade English A: Unit 2 Evaluation</p> <p>9th Grade English A: Unit 2 Progress Test</p>

Standard	Develop URL	Practice URL	Assess URL
<p>6.0 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>9th Grade English A: Lesson 6</p> <p>9th Grade English A: Textbook, Reading Skill p. 43</p> <p>9th Grade English B: Lesson 6</p> <p>9th Grade English B: Textbook, Reading Skill pp. 30, 59, 60</p>	<p>9th Grade English A: Lesson 6 Self Checks</p> <p>9th Grade English A: Lesson 6 What Do You Think Activities</p> <p>9th Grade English A: Lesson 6 Video Review</p> <p>9th Grade English A: Lesson 6 Internet Search</p> <p>9th Grade English B: Lesson 6 Self Checks</p> <p>9th Grade English B: Lesson 6 What Do You Think Activities</p> <p>9th Grade English B: Lesson 6, Internet Search</p>	<p>9th Grade English A: Unit 2 Evaluation</p> <p>9th Grade English A: Unit 2 Progress Test</p> <p>9th Grade English B: Unit 2 Evaluation</p> <p>9th Grade English B: Unit 2 Progress Test</p>