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| **Collection #1:** Finding Common Ground  **Collection #2 Academic Vocabulary:**  enforce, entity, internal, presume, resolve  **Aligned Novel Choices:** *n/a* | | | **Essential Question:** How do individuals with different personalities and cultural backgrounds come together to form one human race?  **Collection Performance Task:**  A: Present a Speech  SC Standards 9C2.1, 9C2.4  **AND/OR** B: Write an Analytical Essay  SC Standards 9W.2.1 a-l, 9W4, 9W5  **Portfolio Assignment:** Informative Essay | | | |
| **Collection Description:** The focus of this collection is the individual and society—from the individual’s struggle to be a part of society to a nation’s struggle to unite for a common cause. | | | | | | |
| **Unit Standards**  **Inquiry:**  9-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  9-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  9-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  9-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  9-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  9-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  9-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  9-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  9-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  9-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  9-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  9-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text:**  9-RL.5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.  9-RL.6.1: Determine a theme 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.  9-RL.10.2: Students are expected to build upon and continue applying previous learning. Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.  9-RL.12.1: Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise - citing support from the text.  **Reading Informational Text:**  9-RI.5.1: Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RI. 6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges, is shaped and defined by specific details; provide an objective summary of the text.  9-RI.7.1: Trace the development of a common theme in two different artistic mediums.  9-RI.8.1: Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.  9-RI.9.1: Use context clues to determine meanings of words and phrases.  9-RI.9.2: Students are expected to build upon and continue applying previous learning. Grade 6 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.  9-RI.10.1: 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.  9-RI.11.1: Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.  9-RI.11.2: Students are expected to build upon and continue applying previous learning. Grade 3 Compare and contrast the reader’s point of view to that of the narrator or a character.  **Writing:**  9-W.1.1 a-j: Write arguments that:   1. introduce a precise claim and differentiate between the claim and counterclaims; 2. use relevant information from multiple print and multimedia sources; 3. assess the credibility and accuracy of each source; 4. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; 5. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; 6. develop and strengthen writing as needed by planning, revising, editing, rewriting; 7. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; 9. provide a concluding statement or section that follows from and supports the argument presented; and 10. include a call to action   9-W.4.1a: Use parallel structure  9-W.4.1e: Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.  **Communication:**  9-C.5: Incorporate craft techniques to engage and impact audience and convey messages. | | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** | **Pacing** |
| **“St. Lucy’s Home for Girls Raised by Wolves” \*\*\***  **\*\*\*Edmodo Folder** | Close Reading of a Complex Text  SC Standards 9RL.5.1, 9RL.6.1, 9RL.12.1 |  | |  | Analytical/Argumentative Essay |  |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** | **Pacing** |
| **ANCHOR TEXT A:**  “A Quilt of a Country”  by Anna Quindlen p. 3  (argument) | Delineate and Evaluate an Argument  SC Standards 9RI.5.1, 9RI.11.1. 9RI.11.2  Analyze and Evaluate Author’s Claim  SC Standards 9RI.5.1, 9RI.11.1. 9RI.11.2 | **STRATEGY:**  Patterns of Word Changes p. 9  SC Standard 9RI.9.2 (6th grade)  **CRITICAL VOCABULARY:**  discordant, pluralistic, interwoven, diversity | | Noun Clauses p. 10  SC Standard 9W.4.1e | Writing Activity:  Argument p. 8  SC Standards 9W1.1 a-j |  |
| **CLOSE READER:**  Blog by Eboo Patel  p. 10c  “Making the Future Better, Together” | Delineate and Evaluate an Argument  SC Standards 9RI.5.1, 9RI.11.1. 9RI.11.2  Analyze and Evaluate Author’s Claim  SC Standards 9RI.5.1, 9RI.11.1. 9RI.11.2 |  | |  |  |  |
| **ANCHOR TEXT B:**  “Once Upon a Time”  by Nadine Gordimer  (short story) p. 11 | Analyze Author’s Choices: Text Structure  SC Standards 9RL.5.1, 9RL.12.1  Support Inferences About Theme  SC Standards 9RL.5.1, 9RL. 6.1 | **STRATEGY:**  Words from Latin p. 19  SC Standard 9RL. 10.2 (grade 5)  **CRITICAL VOCABULARY:**  distend, intentions, audacious, intrusion, serrate | | Prepositional Phrases  p. 20  SC Standard 9W. 4.1e |  |  |
| **CLOSE READER:**  “Night Calls”  by Lisa Fugard p. 20c | Analyze Author’s Choices: Text Structure  SC Standards 9RL.5.1, 9RL.12.1  Support Inferences About Theme  SC Standards 9RL.5.1, 9RL. 6.1 |  | |  |  |  |
| from “Rituals of Memory” p.21  by Kimberly M. Blaeser  (essay) | Determine Central Idea  SC Standards 9RI.5.1, 9RI.6.1 | **STRATEGY:**  Denotations and Connotations p. 26  SC Standard 9RI. 8.1  **CRITICAL VOCABULARY:**  innate, foremost, immerse, nullify, tangible | | none |  |  |
| The Gettysburg Address  by Abraham Lincoln  (speech) p.27 | Analyze Seminal U.S. Documents  Analyze Author’s Purpose and Rhetoric    SC Standards 9RI.5.1, 9RI.10.1, 9RI.11.1 | **STRATEGY:**  Multiple-Meaning Words  p. 31  SC Standard 9RI.9.1  **CRITICAL VOCABULARY:**  conceive, detract, resolve, perish | | Parallel Structure  p. 32  SC Standard 9W.4.1a | Speaking Activity:  Presentation p. 30  SC Standard 9C.5 |  |
| **CLOSE READER:**  Oklahoma Bombing Memorial Address  by Bill Clinton p. 32c | Analyze Author’s Purpose and Rhetoric  SC Standards 9RI.5.1, 9RI.10.1, 9RI.11.1 |  | |  |  |  |
| **COMPARE TEXT AND MEDIA p.33**  “Views of the Wall”  (photo essay)  “The Vietnam Wall”  by Alberto Rios  (poem) | Analyze Representations in Different Mediums  SC Standards 9RL.5.1, 9RL.6.1, 9RL.7.1 | none | | none |  |  |

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| **Collection #2:** The Struggle for Freedom  **Collection #2 Academic Vocabulary:**  decline, enable, impose, integrate, reveal  **Aligned Novel Choices:** *Animal Farm* | | | **Essential Question:** Does one have independence without struggle?  **Collection Performance Task:**  Write an argumentative essay about whether freedom should be given or must be demanded.  SC Standards 9W.1.1 a-j, 9W4, 9W5  **Portfolio Assignment:** Argumentative Writing | | | |
| **Collection Description:** From the American civil rights movement to the Middle East and Latin America, this collection explores the universal desire for freedom. | | | | | | |
| **Unit Standards**  **Inquiry:**  9-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  9-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  9-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  9-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  9-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  9-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  9-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  9-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  9-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  9-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  9-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  9-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  9-RL.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RL. 7.1 Trace the development of a common theme in two different artistic mediums.  9-RL.9.2 Analyze the impact of the author’s use of words, word phrases, and conventions on meaning and tone.  9-RL.10.2: Students are expected to build upon and continue applying previous learning. Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.  9-RL.11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.  **Reading Informational Text**  9-RI.5.1: Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RI.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges, is shaped and defined by specific details; provide an objective summary of the text.  9-RI.7.1: Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.  9-RI.8.1: Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.  9-RI.8.2: Determine how an author uses text features and structures to shape meaning and tone.  9-RI.9.1: Use context clues to determine meanings of words and phrases.  9-RI.9.2: Students are expected to build upon and apply previous learning. Grade 6 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.  9-RI.10.1: 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.  9-RI.11.1: Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.  **Writing**  9-W.2.1: Write informative/explanatory texts that:   1. introduce a topic; 2. use relevant information from multiple print and multimedia sources; 3. organize complex ideas, concepts, and information to make connections and distinctions; 4. assess the credibility and accuracy of each source; 5. include formatting, graphics, and multimedia to aid comprehension as needed; 6. 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; 7. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; 10. use precise language and domain-specific vocabulary to manage the complexity of the topic; 11. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; 12. and provide a concluding statement or section that follows from and support the information or explanation presented.   9-W.3.1: Gather ideas from texts, multimedia, and personal experience to write narratives that:   1. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; 2. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events 3. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; 4. use a variety of techniques to sequence events so that they build on one another to create a coherent whole; 5. develop and strengthen writing as needed by planning ,revising, editing, rewriting; 6. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; 7. and provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   9-W.4: Demonstrate command of the conventions of standard English grammar when writing or speaking.  9-W.4.1a: use parallel structure  9-W.4.1e: use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.  9-W.5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  9-W.5.2a: Use a semicolon or conjunctive adverb to link two or more closely related independent clauses;  9-W.5.2b: a colon to introduce a list or quotation  **Communication**  9-C.2.1: Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose. | | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** | **Pacing** |
| **COMPARE ANCHOR TEXTS AND MEDIA**  **ANCHOR TEXT:** I Have a Dream p. 47  By Martin Luther King, Jr.  (speech) | Analyze Author’s Use of Rhetoric  SC Standards 9RI.5.1, 9RI.10.1, 9RI.11.1  Analyze Seminal U.S. Documents | **STRATEGY:**  none  **CRITICAL VOCABULARY:**  default, desolate, degenerate, inextricably, redemptive | | Repetition and Parallelism p. 54  SC Standards 9W.4.1a | Writing Activity:  Analysis p. 53  SC Standards 9W.2.1 a-l, 9W.4, 9W.5 |  |
| **CLOSE READER:**  “A Eulogy for Dr. Martin Luther King, Jr.” p. 72c  By Robert F. Kennedy | Analyze Author’s Use of Rhetoric  SC Standards 9RI.5.1, 9RI.10.1, 9RI.11.1 |  | |  |  |  |
| **ANCHOR TEXT:**  from *Nobody Turn Me Around: A People’s History of the 1963 March on Washington*  by Charles Euchner  (history writing) p.55  *AMERICA The story of Us: March on Washington*  (video) | Analyze Ideas and Events  SC Standards 9RI. 5.1, 9RI.6.1, 9RI. 8.1, 9RI.8.2, 9RI. 11.1  Analyze Accounts in Different Mediums  SC Standard 9RI.7.1 | **STRATEGY:**  Words from Greek and Latin p. 70  SC Standard 9RL. 10.2 (grade 5)  **CRITICAL VOCABULARY:**  cadence, parallel, invocation, civic, revile, expanse, exhort, invoke | | none | Writing Activity:  Account  p. 72  SC Standards 9W.3.1 a-g, 9W4, 9W5 |  |
| from *Cairo: My City, Our Revolution*  by Ahdaf Soueif  (diary) p. 73 | Analyze Ideas and Events  SC Standards 9RI.5.1, 9RI.11.1  Analyze Impact of Word Choice on Tone  SC Standards 9RI.5.1, 9RI.8.1 | **STRATEGY:**  Reference Sources  p. 79  SC Standards 9RI. 9.1  **CRITICAL VOCABULARY:**  opaque, reclaim, prism, intermittent, momentous | | Noun Phrases  p. 80  SC Standard 9W.4.1e | Research Activity: Oral Report p. 78  SC Standards 9W2.1 a-l, 9C. 2.1 |  |
| COMPARE TEXT AND MEDIA  from *Reading Lolita in Tehran*  by Azar Nafisi  (memoir) p. 81  from *Persepolis 2*  by Marjane Satrapi  (graphic novel) p. 84 | Determine Author’s Point of View  SC Standard 9RI. 10.1  Analyze Accounts in Different Mediums  SC Standards 9RL.5.1, 9RL.7.1 | **STRATEGY:**  Denotations and Connotations p. 87  SC Standard 9RI. 8.1  **CRITICAL VOCABULARY:**  segregate, allocate, irrelevant, convert | | Rhetorical Questions  p. 88  SC Standard 9RI. 10.1 |  |  |
| “The Censors”  by Luisa Valenzuela  (short story) p. 89 | Analyze Point of View: Cultural Background  SC Standard 9RL.10.1  Analyze Author’s Choices  SC Standard 9RL.11.1 | **STRATEGY:**  Suffixes That Form Nouns  p. 95  SC Standard 9RL.9.2 (grade 6)  **CRITICAL VOCABULARY:**  staidness, negligence, subversive | | Colons and  Semicolons  p. 96  SC Standards 9W5.2a, 9W5.2b |  |  |
| **CLOSE READER:**  “The Prisoner Who Wore Glasses” p. 96c | Analyze Author’s Choices  SC Standard 9RL.11.1 |  | |  |  |  |

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| **Collection #3:** The Bonds Between Us  **Collection #3 Academic Vocabulary:**  capacity, confer, emerge, generate, trace  **Aligned Novel Choices:** *Life of Pi, The Chosen* | | | **Essential Question:** In order to be a functioning member of society, can an individual be truly independent?  **Collection Performance Task:**  A: Narrative essay  SC Standards 9W.3.1 a-g, 9W4, 9W5  **AND/OR**  B: Multimedia presentation  SC Standards 9RI.5.1, 9C1.2, 9C.2.1, 9C.2.4  **Portfolio Assignment:** | | | |
| **Collection Description:** In this collection, the pieces will explore what links individuals to family, friends, pets, and community. | | | | | | |
| **Unit Standards**  **Inquiry**  9-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  9-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  9-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  9-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  9-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  9-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  9-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  9-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  9-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  9-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  9-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  9-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  9-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text; identify multiple supported interpretations.  9-RL.6.1 Determine a theme 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.  9-RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected and developed within a particular context  9-RL. 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.  9-RL.10.1 Use context clues to determine meanings of words and phrases  9-RL.10.2 Students are expected to build upon and continue applying previous learning: determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes  **Reading Informational Text**  9-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RI.6.1 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.  9-RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.  9-RI.8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.  9-RI.11.2 Analyze 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.  **Writing**  9-W.3 Gather ideas from texts, multimedia, and personal experience to write narratives that:  a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;  b. 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;  c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;  d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;  e. develop and strengthen writing as needed by planning, revising, editing, rewriting;  f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and  g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  9-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  9-W.4.1a When writing, use parallel structure  9-W.4.1e When writing, use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing  9-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  9-W5.2B When writing, use a colon to introduce a list or quotation  **Communication**  9-C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.  9-C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and  9-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  9-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.  9-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.  9-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.  9-C.2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose,  9-C.2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.  9-C.3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. | | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** | **Pacing** |
| **ANCHOR TEXT:**  “When Mr. Pirzada Came to Dine”  by Jhumpa Lahiri  (short story) p. 103 | Support Inferences About Theme  SC Standards 9RL.5.1, 9RL.6.1  Analyze Character and Theme  SC Standards 9RL.5.1, 9RL.6.1, 9RL. 8.1 | **STRATEGY:**  Patterns of Word Changes p. 121  SC Standard 9RL.10.2  **CRITICAL VOCABULARY:**  autonomy, compatriot, constitute, impeccably, imperceptible, succession, assail, reiteration, concede, commemorate | | Adverbial Clauses  p. 122  SC Standard 9W.4.1e | Writing Activity: Letters p. 120  SC Standards 9W.3.1 a-l, 9W4, 9W5 |  |
| **CLOSE READER:**  “And of Clay Are We Created”  by Isabel Allende | Support Inferences About Theme  SC Standards 9RL.5.1, 9RL.6.1  Analyze Character and Theme  SC Standards 9RL.5.1, 9RL.6.1, 9RL. 8.1 |  | |  |  |  |
| **ANCHOR TEXT:**  “Monkey See, Monkey Do, Monkey Connect”  by Frans de Waal p.123  (science writing) | Analyze and Evaluate  Author’s Claims  SC Standards 9RI.5.1, 9RI.11.2  Determining Technical Meanings  SC Standard 9RI.5.1, 9RI.8.1 | **STRATEGY:**  Words from Greek  p. 131  SC Standard 9RL. 10.2 (grade 5)  **CRITICAL VOCABULARY:**  empathy, synchronization, contagion, cognition, implication | | Colons p. 132  SC Standard 9W5.2b | Speaking Activity: p. 130  Debate  SC Standards 9RI.5.1, 9C1.4, 9C1.5 |  |
| **CLOSE READER:**  “Extreme Perception”  by Temple Grandin p.132c | Analyze and Evaluate  Author’s Claims  SC Standards 9RI.5.1, 9RI.11.2  Determining Technical Meanings  SC Standard 9RI.5.1, 9RI.8.1 |  | |  |  |  |
| “The Grasshopper and the Bell Cricket”  by Yasunari Kawabata  (short story) p. 133 | Cultural Background/Point of View  SC Standard 9RL.5.1  Analyze: Impact of Word Choice: Tone  SC Standards 9RL.5.1, 9RL. 9.1 | **STRATEGY:**  Context Clues p. 139  SC Standard 9RL. 10.1  **CRITICAL**  **VOCABULARY:**  Lozenge, loiter, emanate, sheepish, discernable | | Parallel Structure  SC Standards 9W.4.1a | Writing Activity: Journal Entry or Letter p. 138  SC Standards 9W.3.1 a-l, 9W4, 9W5 |  |
| “With Friends Like These…” p. 141  by Dorothy Rowe  (informational text) | Analyze Ideas  SC Standards 9RI.5.1, 9RI.6.1 | **STRATEGY:**  Patterns of Word Changes p. 145  SC Standard 9RI.10.2  **CRITICAL  VOCABULARY:**  validate, assess, derive | | Adjective and Adverb Phrases  p. 146  SC Standard 9W 4.1e | Speaking Activity p. 144  Discussion  SC Standards 9C1.1-1.6 |  |
| “At Dusk”  by Natasha Trethewey  (poem) p. 147 | Interpret Figurative Language  SC Standards 9RL.5.1, 9RL.9.1 | none | | none | Speaking Activity: Poetry Reading p. 150  SC Standards 9C1.2,9C1.6 |  |
| **CLOSE READER:**  “My Ceremony For Taking”  “The Stayer”  by Lara Mann | Interpret Figurative Language  SC Standards 9RL.5.1, 9RL.9.1 |  | |  |  |  |
| “Count on Us”  by Corporation for National Community Service p. 151  (public service announcement) | Analyze Purpose and Development of Ideas  SC Standards 9RI.5.1, 9RI.7.1 | none | | none | Media Activity: Public Service Announcement  p. 152  SC Standard 9C.3.2 |  |

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| **Collection #4:** Sweet Sorrow  **Collection # Academic Vocabulary:**  attribute, commit, expose, initiate, underlie  **Aligned Novel Choices:** *Romeo and Juliet*  (in text) | | | **Essential Question:** How can love influence society?  **Collection Performance Task:** Analytical Essay  SC Standards 9W2.1 a-l, 9W4, 9W5  **Portfolio Assignment:** Literary Analysis Essay | | | |
| **Collection Description:** This collection explores the nature of love and the conflicts surrounding it. | | | | | | |
| **Unit Standards**  **Inquiry**  9-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  9-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  9-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  9-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  9-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  9-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  9-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  9-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  9-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  9-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  9-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  9-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  9-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text; identify multiple supported interpretations.  9-RL.6.1 Determine a theme 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.  9-RL.7.1 Trace the development of a common theme in two different artistic mediums.  9-RL.7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.  9-RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected and developed within a particular context  9-RL. 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.  9-RL.10.1 Use context clues to determine meanings of words and phrases  9-RL.11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style  9-RL.12.1 Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text  9-RL.12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects  **Reading Informational Text**  9-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations  9-RI.6.1 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  9-RI.8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone  9-RI.9.2 Students are expected to build upon and continue applying previous learning: determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes  **Writing**  9-W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content  9-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  9-W.4.1a When writing, use parallel structure  9-W.4.1b When writing, identify and use gerunds, infinitives, and participles 9W.4.1c When writing, identify and use active and passive verbs  9-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **Communication**  9-C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.  9-C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and  9-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  9-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.  9-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.  9-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. | | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** | **Pacing** |
| “Love’s Vocabulary” from  *A Natural History of Love*  by Diane Ackerman  (essay) p. 163 | Analyze Ideas  SC Standards 9RI.5.1, 9RI. 6.1  Determine Word Meanings  SC Standards 9RI.8.1 | **STRATEGY:**  Synonyms p. 171  SC Standard 9RI.9.2  **CRITICAL VOCABULARY:**  intangible, increment, guise, supple, gradation | | Participial Phrases  p. 172  SC Standard 9W.4.1b | Speaking Activity:  Discussion p.170  SC Standards 9C1.1-1.6 |  |
| MEDIA ANALYSIS  “My Shakespeare”  by Kate Tempest  (poem and video) p. 173 | Analyze Source Material:  Interpretations of Shakespeare  SC Standards 9RL.5.1, 9RL.7.1 | none | | none |  |  |
| **ANCHOR TEXT:**  Shakespearean Drama  *The Tragedy of Romeo and Juliet*  (drama) | Analyze Character:  Motivation  SC Standard 9RL. 8.1  Analyze Author’s Choices: Parallel Plots  SC Standard 9RL. 12.2  Interpret Figurative Language  SC Standard 9RL. 9.1  Determine Theme  SC Standards 9RL.5.1, 9RL.6.1  Analyze Author’s Choices  SC Standards 9RL.5.1, 9RL.12.1 | none | | Parallel Structure  p. 282  SC Standard 9W.4.1a |  |  |
| “Pyramus and Thisbe”  from *The Metamorphoses*  by Ovid p. 283  (myth) | Analyze Source Material  SC Standards 9Rl.5.1, 9RL.7.2 | none | | none | Writing Activity: Essay  p. 288  SC Standards 9W2.1 a-l, 9W4, 9W5 |  |
| “Duty”  by Pamela Rafael Berkman  (short story) p. 289 | Analyze Source Material:  Interpretations of Shakespeare  SC Standards 9RL.5.1, 9RL.7.2  Author’s Choices: Point of View  SC Standards 9RL.5.1, 9RL.11.1 | **STRATEGY:**  Context Clues p. 299  SC Standard 9RL.10.1  **CRITICAL VOCABULARY:**  bereave, afflict, succumb, delude, repulse | | Independent and Dependent Clauses p. 300  SC Standard 9W.4.1c |  |  |
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| **Collection #5:** A Matter of Life or Death  **Collection #5 Academic Vocabulary:**  dimension, external, statistics, sustain, utilize  **Aligned Novel Choices:** *Life of Pi, A Separate Peace* | | | **Essential Question:** How does a journey teach one about himself?  **Collection Performance Task:**  A: Write an argument  **AND/OR**  **SC Standards 9W.1.1 a-l, 9W4, 9W5**  B: Panel discussion  SC Standards 9C 1.1-1.6  **Portfolio Assignment:** Mode of writing for portfolio assignment | | | |
| **Collection Description:** This collection provides a wide-ranging look at how humans endure in the face of adversity. | | | | | | |
| **Unit Standards**  **Inquiry**  9-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  9-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  9-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  9-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  9-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  9-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  9-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  9-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  9-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  9-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  9-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  **Reading Literary Text**  9-RL.5.1 – Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RL.6.1 – Determine a theme 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.  9-RL.10.2 – Build upon and continue applying previous learning: Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.  9-RL.12.1 – Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise, citing support from the text.  **Reading Informational Text**  9-RI.5.1 – Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RI.6.1 – 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.  9-RI.8.1 – Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.  9-RI.9.1 – Use context clues to determine meanings of words and phrases.  9-RI.9.2 – Build upon and continue applying previous learning: Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.  9-RI.10.1 – 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.  9-RI.11.2 – Analyze 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.  **Writing**  9-W.1.1 – Write arguments that:   1. Introduce a precise claim and differentiate between the claim and counterclaims; 2. Use relevant information from multiple print and multimedia sources; 3. Assess the credibility and accuracy of each source; 4. Use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; 5. Develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; 6. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; 9. Provide a concluding statement or section that follows from and supports the argument presented; and 10. Include a call to action.   9-W.4.1 – When writing:   1. Use parallel structure; 2. Identify and use gerunds, infinitives, and participles; 3. Identify and use active and passive voice; 4. Explain and use indicative, imperative, subjunctive, and conditional verb moods to communicate different messages; 5. Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.   9-W.5.2   1. Use a semicolon or conjunctive adverb to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation 3. Use commas to separate adjacent, parallel structures   **Communication**  9-C.1.1 – gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.  9-C.1.2 – Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.  9-C.1.3 – develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  9-C.1.4 – Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.  9-C.1.5 – Synthesize areas of agreement and disagreement, including justification for personal perspective; revise conclusions based on new evidence.  9-C.1.6 – Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. | | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** | **PACING** |
| **ANCHOR TEXT:**  from *Night*  by Elie Wiesel  (memoir) p. 307 | Analyze Author’s Purpose and Rhetoric p. 313  SC Standard 9RI.10.1  Analyze Impact of Word Choice on Tone p. 313  SC Standard 9RI. 8.1 | **STRATEGY:**  Multiple-Meaning Words  p. 315  SC Standard 9RI. 9.1  **CRITICAL VOCABULARY:**  reprieve, emaciated, execute, decisive, din | | Tone  p. 316  SC Standards 9RI.5.1, 9RI. 8.1 |  |  |
| **CLOSE READER:**  from *An Ordinary Man*  by Paul Rusinbega | Analyze Author’s Purpose and Rhetoric  SC Standard 9RI.10.1  Analyze Impact of Word Choice on Tone  SC Standard 9RI. 8.1 |  | |  |  |  |
| “Is Survival Selfish?”  by Lane Wallace p. 317  (argument) | Delineate and Evaluate an Argument  p. 321  SC Standard 9RI.11.2 | **STRATEGY:**  Synonyms p. 323  SC Standard 9RI.9.2  **CRITICAL VOCABULARY:**  laud, transfix, consume, berate, edict | | Indefinite Pronouns  p. 324  SC Standard 9W4.1 | Speaking Activity:  Debate  p. 322  SC Standards 9C1.4, 9C1.5, 9C1.6 |  |
| **CLOSE READER:**  “Truth at All Costs”  By Marie Colvin | Delineate and Evaluate an Argument  SC Standard 9RI.11.2 |  | |  |  |  |
| from *Deep Survival*  by Laurence Gonzales  (science writing) p. 325 | Determine Central Idea and Summarize the Text  p. 335  SC Standards 9RI.5.1, 9RI.6.1 | **STRATEGY:**  Context Clues p. 337  SC Standard 9RI. 9.1  **CRITICAL**  **VOCABULARY:**  disintegration, deduce, conversely, distill, demeanor | | Colons and Semicolons  p. 338  SC Standards 9W5.2a, 9W5.2b | Writing Activity:  Argument  p. 336  SC Standards 9WRI.5.1, 9WRI.6.1, 9W1.1a-l, 9W4, 9W5 |  |
| “The Leap”  by Louise Erdrich  (short story) p. 339 | Analyze Author’s Choices: Flashback and Tension  SC Standard 9RL.12.1  Support Inferences About Theme  p. 347  SC Standards 9RL.5.1, 9RL.6.1 | **STRATEGY:**  Prefixes p. 349  SC Standard 9RL. 10.2 (grade 5)  **CRITICAL VOCABULARY:**  encroach, extricate, constrict, comply, tentative | | Relative Clauses  p. 350  SC Standard 9W4.1e | Speaking Activity:  Discussion  SC Standards 9RL.5.1, 9C1.1-1.6 |  |
| **ANCHOR TEXT:**  “The End and the Beginning” p. 351  by Wistawa Szymborska  (poem) | Determine Figurative Meanings and Tone  p. 353  SC Standards 9RL.5.1, 9RL. 9.1 | none | | none | Writing Activity: Reflection/Analysis p. 354  SC Standards 9RL.5.1, 9W2.1 a-l, 9W4, 9W5 |  |

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| **Collection #6: Heroes and Quests**  **Collection # Academic Vocabulary:**  motivate, objective, pursuit, subsequent, undertake  **Aligned Novel Choices:** *Kon Tiki* | | | **Essential Question:** If a journey doesn’t have something to teach you about yourself, then what kind of journey is it?  **Collection Performance Task:** Analytical Essay  SC Standards 9RL.5.1, 9RI.5.1, 9I.1.1, 2.1, 3.3, 3.4,4.1,4.2,9W2.1 a-l, 9W4, 9W5  **Portfolio Assignment:** Analytical Essay | | | | |
| **Collection Description:** The hero’s journey takes many forms, from traveling through forbidding places to exploring the mind. | | | | | | | |
| **Unit Standards**  **Inquiry**  9-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  9-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  9-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  9-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  9-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  9-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  9-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  9-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  9-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  9-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  9-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  **Reading Literary Text**  9-RL.5.1 – Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RL.8.1 – Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.  9-RL.9.1 – Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.  9-RL.10.2 – Build upon and continue applying previous learning: Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.  9-RL.12.1 – Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise, citing support from the text.  **Reading Informational Text**  9-RI.5.1 – Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.  9-RI.6.1 – 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.  9-RI.8.1 – Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.  9-RI.9.4 – Build upon and continue applying previous learning: consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.  9-RI.11.2 – Analyze 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.  **Writing**  9-W.1.1 – Write arguments that:   1. Introduce a precise claim and differentiate between the claim and counterclaims; 2. Use relevant information from multiple print and multimedia sources; 3. Assess the credibility and accuracy of each source; 4. Use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; 5. Develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; 6. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; 9. Provide a concluding statement or section that follows from and supports the argument presented; and 10. Include a call to action.   9-W.2.1 Write informative/explanatory texts that:   1. Introduce a topic; 2. Use relevant information from multiple print and multimedia sources; 3. Organize complex ideas, concepts, and information to make connections and distinctions; 4. Assess the credibility and accuracy of each source; 5. Include formatting, graphics, and multimedia to aid comprehension as needed; 6. 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; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; 10. Use precise language and domain-specific vocabulary to manage the complexity of the topic; 11. Establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; 12. Provide a concluding statement or section that follows from and supports the information or explanation presented.   9-W.3.1 Gather ideas from text, multimedia, and personal experience to write narratives that:   1. Develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; 2. 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; 3. Use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; 4. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole; 5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting; 6. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; 7. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative   9-W.4.1 – When writing:   1. Use parallel structure; 2. Identify and use gerunds, infinitives, and participles; 3. Identify and use active and passive voice; 4. Explain and use indicative, imperative, subjunctive, and conditional verb moods to communicate different messages; 5. Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.   9-W.5.2   1. Use a semicolon or conjunctive adverb to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation 3. Use commas to separate adjacent, parallel structures   **Communication**  9-C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.  9-C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and  9-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  9-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.  9-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.  9-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. | | | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** | **PACING** |
| **ANCHOR TEXT:**  from *The Odyssey*  by Homer  (epic poem) | Analyze Character: Epic Hero  SC Standards 9RL.5.1, 9RL. 8.1  Analyze Author’s Choices: Epic Poem  SC Standards 9RL.5.1, 9RL.12.1  Analyze Figurative Meanings  SC Standards 9RL.5.1, 9RL. 9.1 | **STRATEGY:**  Prefixes p. 400  SC Standard 9RL. 10.2 (grade 5)  Words from Latin p.419  **CRITICAL VOCABULARY:**  harried, ponderous, profusion, adversary, foreboding, assuage, abominably, travail,  commandeer, adversity, contemptible, restitution, revelry, implacable, tremulous, desolation | |  | Writing Activity: Narrative  p. 418  SC Standards 9RL.5,1, 9W.3.1 a-h, 9W4, 9W5 |  |
| **CLOSE READER:**  from *The Odyssey*  “The Cyclops”  by Homer | Analyze Character: Epic Hero  SC Standards 9RL.5.1, 9RL. 8.1  Analyze Author’s Choices: Epic Poem  SC Standards 9RL.5.1, 9RL.12.1  Analyze Figurative Meanings  SC Standards 9RL.5.1, 9RL. 9.1 |  | |  |  |  |
| from *The Cruelest Journey: 600 Miles to Timbuktu*  (travel writing)  p. 421 | Analyze Ideas and Events  SC Standards 9RI.5.1, 9RI.6.1  Determine Central Idea and Cite Evidence  SC Standards 9RI.5.1, 9RI.6.1 | **STRATEGY:**  Denotation and Connotation  SC Standard 9RI.8.1  **CRITICAL VOCABULARY:**  circuitously, disingenuous, embark, integrity, stagnant | | Sentence Length  p. 432  SC Standards 9W2.1h | Writing Activity p. 430  SC Standards 9W2.1 a-l, 9W4, 9W5 |  |
| **CLOSE READER:**  “The Good Soldiers”  by David Finkel | Analyze Ideas and Events  SC Standards 9RI.5.1, 9RI.6.1  Determine Central Idea and Cite Evidence  SC Standards 9RI.5.1, 9RI.6.1 |  | |  |  |  |
| “The Real Reasons We Explore Space”  by Michael Griffin  (argument) p. 433 | Delineate and Evaluate an Argument  SC Standard 9RI.11.2 | **STRATEGY:**  Synonyms and Antonyms p. 439  SC Standard 9RI.9.4  **CRITICAL VOCABULARY:**  contemplate, intuitive, contention, imperative | | Transitions  p. 440  SC Standard 9W2.1i | Writing Activity:  Editorial  p. 438  SC Standards 9RI5.1, 9W.1.1 a-l, 9W4, 9W5 |  |
| “The Journey”  by Mary Oliver  (poem) p. 442 | Interpret Figurative Language  SC Standard 9RL.9.1 | none | | none | Speaking Activity: Discussion p. 444  SC Standards 9C1.1-1.6; 9W2, 9W4, 9W5 |  |
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