To the Teacher

Review, Practice, & Mastery of the Common Core program is a refresher course. It provides a self-directed approach to reviewing and practicing the English Language Arts Common Core Standards. Use the following steps to incorporate Review, Practice, & Mastery into your classroom.

Reading Literature, Reading Informational Text, and Language Sections

1. Have students take the Tryout Test and check their answers. A rubric for grading constructed-response questions can be found on page 14. You may wish to have students enter their answers on the reproducible Student Information and Answer Sheet on pages 19–21 of this teacher guide. Then have them use the reproducible Tryout Test Skills Chart on pages 15–16 to assess their strengths and weaknesses in the areas covered.

2. Have students work through the lessons, paying close attention to the areas in which they need improvement. Answers to the Try It On Your Own sections of each lesson are found on pages 4–13 of this guide. These answers can be copied and distributed to students to check their own or another student’s work. Each unit of lessons is followed by a practice test that focuses on the skills covered in the lessons. After they complete each test, have students fill in the Keeping Score chart on page 163 of the student book.

3. After completing all the lessons, have students take the Mastery Test to check their progress. Again, they can practice entering their answers on the Student Information and Answer Sheet on pages 22–24 of this teacher guide. After they complete the Mastery Test, have students fill in the Mastery Test Skills Chart on pages 17–18 of this teacher guide. They can compare their totals with those from the Tryout Test.

Writing Section

1. Have students work through the To the Student section of the student book (pp. 166–167) on their own or review the concepts with the entire class.

2. Have students work through the workshops for argumentative, informative, and narrative writing on their own. You may also have students work in small groups to compare their evaluations of the student models. Each workshop culminates with a Try It On Your Own section in which students write their own essays or stories. To simulate a test-taking environment, you are given the option of assigning a time limit for these final writing tasks. A suggested time is 30 to 45 minutes. Students may use the rubric to evaluate their own or another student’s essay. Student models of good essays written from the prompts are found on pages 25–33 of this teacher guide. Students may use the rubric on page 34 to evaluate their own or another student’s writing.

3. The research report writing section can be assigned over several class periods or days so that students have time to do research. No specific instructions are given on using in-text citations, although the model report uses MLA style. Instruct students to cite their sources using your school’s preferred style. An example of a good student report written from the prompt on page 194 is found on pages 31–33.
This chart correlates the questions from the Tryout and Mastery Tests to the lessons found in the student book. This chart is also found on page 2 of the Grade 9 student book. A complete listing of the Common Core State Standards for English Language Arts Grade 9 is provided on pages 35–39 in this guide.

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**Common Core State Standards for English Language Arts Grade 9**

### READING LITERATURE

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<th><strong>Unit One—Key Ideas and Details</strong></th>
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| **LESSON 1**  
Cite, Infer, and Summarize |  
**RL.9.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**RL.9.2** 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.  
**Related Standards**  
W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **LESSON 2**  
Character and Theme |  
**RL.9.2** 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.  
**RL.9.3** 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.  
**RL.9.9** 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). |

### Unit Two—Craft and Structure

| **LESSON 3**  
Word Choice |  
**RL.9.4.** 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).  
**L.9.5a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  
**L.9.5b.** Analyze nuances in the meaning of words with similar denotations. |
| **LESSON 4**  
Structure |  
**RL.9.5** 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. |
| **LESSON 5**  
Point of View |  
**RL.9.6** 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. |

### READING INFORMATIONAL TEXT

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| **LESSON 6**  
Cite, Infer, and Summarize |  
**RI.9.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**RI.9.2** 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.  
**Related Standards**  
RH.9.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |

*continued*
| LESSON 6 Cite, Infer, and Summarize continued | RH.9.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
RST.9.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  
RST.9.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  
W.9.9b 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"). |
| LESSON 7 Supporting Details | RI.9.2 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.  
RI.9.3 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.  
**Related Standards**  
RH.9.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  
RH.9.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  
RST.9.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| Unit Four—Craft and Structure | RI.9.4 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).  
**Related Standards**  
RH.9.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  
RST.9.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. |
### LESSON 9  Structure and Point of View

**RI.9.5** 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).

**RI.9.6** 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.

**Related Standards**

**RH.9.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**RH.9.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**RST.9.5** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

**RST.9.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

### Unit Five—Integration of Knowledge and Ideas

#### LESSON 10  Arguments and Claims

**RI.9.8** 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.

**Related Standards**

**RH.9.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RST.9.8** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

#### LESSON 11  U.S. Documents

**RI.9.9** 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.

### LANGUAGE

#### Unit Six—Conventions of Standard English

#### LESSON 12  Grammar and Usage

**L.9.1a** Use parallel structure.

**L.9.1b** 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.

#### LESSON 13  Punctuation, and Spelling

**L.9.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**L.9.2b** Use a colon to introduce a list or quotation.

**L.9.2c** Spell correctly.
### Unit Seven—Vocabulary

#### LESSON 14
**Context Clues and Reference Materials**

- **L.9.4a** 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.
- **L.9.4c** Consult general and specialized reference materials (e.g., 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.
- **L.9.4d** 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).

#### LESSON 15
**Word Parts and Relationships**

- **L.9.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

### WRITING

#### Argumentative Writing

- **W.9.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - 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.
  - 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.
  - 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.
  - 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.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

#### Informative Writing

- **W.9.2** 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.
  - a. Introduce a topic; 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.
  - 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.
  - 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.
  - 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.

*Related Standards*

- **WHST 9.1** Write arguments focused on discipline-specific content.
### Informative Writing continued

e. Provide a concluding statement or section that follows from and supports the argument presented.

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).

### Related Standards

WHST 9.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### Narrative Writing

**W.9.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Research Report Writing

**W.9.7** 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.

**W.9.8** 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.

### Related Standards

WHST 9.7 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.

WHST 9.8 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.

WHST 9.9 Draw evidence from informational texts to support analysis, reflection, and research.

### Related Standards for all Writing Test Workshops

**W.9.4** 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.)

**W.9.5** 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.)