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| <b>I. BIG IDEA: Grammar Conventions (GC)</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.          |  |
| <b>STANDARD 9-12.L.GC.1: Grammar, Usage, &amp; Mechanics</b> <i>Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</i> |  |
| <b>Description</b>   | <b>Page Numbers</b>  |
| Use nouns and verbs to share complete thoughts when speaking.  | HB: 253-255, 260-264<br>331-351, 520-545<br>TE: 61, 66-69, 106-115,<br>186-189 |
| Form and use singular and plural nouns when speaking.  | HB: 253-255, 260-264<br>331-351, 520-545<br>TE: 61, 66-69, 106-115,<br>186-189 |
| Use interrogatives to ask questions when speaking.   | HB: 520-545<br>TE: 186-189   |
| Capitalize the first word of a sentence and the pronoun I.   | HB: 415-416<br>TE: 144-145   |
| Form regular plural nouns by adding -s or -es.   | HB: 469<br>TE: 173   |
| Form and use verbs by adding -ing, -ed, or -s.   | HB: 90, 260-265<br>TE: 23, 66-69   |
| Use action verbs.  | HB: 261, 264<br>TE: 22-23, 66-67, 80,  |
| Use adjectives and adverbs.  | HB: 265-271<br>TE: 134-142   |
| Use common and proper nouns.   | HB: 254<br>TE: 61  |
| Form and use the simple verb tenses.   | HB: 260-264, 339-345<br>TE: 66-69, 108-112                                     |
| Use determiners (articles, possessive determiners, demonstrative adjectives).  | HB: 259, 269<br>TE: 66, 71   |
| Capitalize proper nouns.   | HB: 145-146, 417-421<br>TE: 35, 145-146  |
| Use periods, exclamation marks, and question marks at the end of sentences.  | HB: 427-428, 446-447<br>TE: 149-150, 161                                       |
| Form plural nouns by changing -y to -ies.  | HB: 469<br>TE: 173   |
| Use personal pronouns (subject, object, and possessive).   | HB: 47, 306, 358-359,<br>404, 413<br>TE: 11, 118-119, 141-<br>143              |

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| Use frequently occurring prepositions.   | HB: 272-274<br>TE: 73                                      |
| Use commas to separate items in a series and to format dates, addresses, salutations, and closings.              | HB: 430-439<br>TE: 151-157                                 |
| Use apostrophes to form contractions and singular possessive nouns.  | HB: 451-456<br>TE: 164-167                                 |
| Form and use irregular plural nouns.   | HB: 471-472<br>TE: 174                                     |
| Form and use the past tense of irregular verbs.  | HB: 332-336<br>TE: 106-107                                 |
| Use coordinating conjunctions to join words, phrases, or clauses.  | HB: 274-275<br>TE: 74                                      |
| Form and use verbs by adding -d or -es.  | HB: 90, 260-265, 300-307<br>TE: 24, 66-69, 90-94           |
| Use collective and abstract nouns.   | HB: 253-255<br>TE: 61                                      |
| Use reflexive pronouns.  | HB: 255-257, 367, 408<br>TE: 63-64, 124, 142               |
| Use commas with coordinating conjunctions to join independent clauses.   | HB: 313, 325, 433<br>TE: 97, 103, 430-436                  |
| Use hyphens to divide words at line breaks.  | HB: 460-462<br>TE: 169-170                                 |
| Form and use prepositional phrases.  | HB: 272-274<br>TE: 73-74                                   |
| Form and use comparative and superlative adjectives and adverbs.   | HB: 383-387<br>TE: 135-137                                 |
| Ensure pronoun-antecedent agreement.   | HB: 255-260<br>TE: 63-66                                   |
| Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. | HB: 153, 414-425, 443-449<br>TE: 36, 108, 144-147, 159-162 |
| Use relative pronouns and relative adverbs.  | HB: 259, 315, 320-321, 372<br>TE: 66, 98-100, 128,         |
| Use interjections.   | HB: 276-277<br>TE: 75                                      |
| Use helping and linking verbs.   | HB: 262-264, 285-286<br>TE: 68-69, 80-81                   |
| Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise).                  | HB: 47, 337-339, 394-413<br>TE: 11, 107-108, 141-143       |

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| Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.   | HB: 417-425<br>TE: 145-147                                 |
| Use commas to indicate direct address and to set off the words yes and no.  | HB: 434, 448<br>TE: 151-157, 162                           |
| Use apostrophes to form plural possessives nouns.   | HB: 451-456<br>TE: 164-167                                 |
| Use indefinite pronouns, ensuring correct agreement.  | HB: 366, 258, 453<br>TE: 65, 123, 165                      |
| Use subordinating conjunctions to join clauses.   | HB: 274, 313-326,<br>TE: 74, 97-103                        |
| Use commas after introductory phrases or clauses.   | HB: 296-297, 324-325<br>TE: 88-89, 100                     |
| Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.   | HB: 423-425, 441-449<br>TE: 147, 159-162                   |
| Use intensive pronouns.   | HB: 255-260, 364-367<br>TE: 64, 121-124                    |
| Form and use the progressive, perfect, and perfect progressive verb aspects.  | HB: 339-345<br>TE: 108-112                                 |
| Form and use participles.   | HB: 331-336<br>TE: 106-107                                 |
| Recognize and correct vague pronoun references.   | HB: 255-259<br>TE: 63-66                                   |
| Use correlative conjunctions to join words, phrases, or clauses.  | HB: 274-275<br>TE: 73-74                                   |
| Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.                          | HB: 153, 414-425, 443-449<br>TE: 36, 108, 144-147, 159-162 |
| Use semicolons to separate items in a series or list when at least one of the items already contains commas.  | HB: 457-460<br>TE: 167-169                                 |
| Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.   | HB: 460-465<br>TE: 169-170                                 |
| Use ellipses appropriately.   | HB: 460-465<br>TE: 169-170                                 |
| Use hyphens with appropriate affixes and compound words.  | HB: 460-465<br>TE: 169-170                                 |
| Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.  | HB: 324-325, 457-460<br>TE: 102-103, 167-169               |
| Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). | HB: 291-292, 354<br>TE: 84, 132-133                        |
| Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.                         | HB: 487-490, 499-501<br>TE: 178-180                        |
| Use demonstrative pronouns.   | HB: 259, 269   |

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|   | TE: 66, 75                    |
| Use colons to introduce lists, examples, and explanations.  | HB: 457-460<br>TE: 167-169    |
| Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. | HB: 300-308<br>TE: 90-94      |
| Use tenses and aspects to indicate the mood of a verb.  | HB: 350-351<br>TE: 114-115    |
| Use colons to introduce quotations.   | HB: 457-460<br>TE: 167-169    |
| Use dashes appropriately.   | HB: 460-465<br>TE: 169-170    |
| Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.                       | HB: 89, 329<br>TE: 23-24, 104 |

### Language

| <b>I. BIG IDEA: Grammar Conventions (GC)</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts |  |   |
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| <i><b>STANDARD 9-12.L.GC.2: Syntax</b> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.</i>                                    |  |   |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |  |   |
| <b>Standard</b>  | <b>Description</b>   | <b>Page numbers</b>                               |
| 9.L.GC.2.b   | Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods.     | HB: 39, 45, 59, 339-351<br>TE: 9, 11, 15, 108-115 |
| 9.L.GC.2.c   | Maintain consistent use of active voice throughout a text to communicate clearly and concisely.  | HB: 33-37, 348<br>TE: 8, 114                      |
| 9.L.GC.2.d   | Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. | HB: 528-538<br>TE: 187-189                        |
| 9.L.GC.2.e   | Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas.                            | HB: 17, 44, 71, 302<br>TE: 4, 11, 19, 91          |

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| <p><b>II. BIG IDEA: Vocabulary (V)</b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.</p>     |  |  |
| <p><b>STANDARD 9-12.L.V.1: General, Academic, &amp; Specialized Vocabulary</b> Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts</p> |  |  |
| <p><b>Expectations for Constructing Texts</b> Writing   Speaking   Creating</p>   |  |  |
| <b>Standard</b>   | <b>Description</b>   | <b>Page numbers</b>  |
| 9-12.L.V.1.b  | Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.                       | HB: 186-189<br>TE: 520-545   |
| <p><b>STANDARD 9-12.L.V.2: Word Analysis</b> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes.</p>   |  |  |
| <p><b>Expectations for Constructing Texts</b> Writing   Speaking   Composing</p>  |  |  |
| 9-12.L.V.2.c  | Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context  | HB: 472, 508-509<br>TE: 174, 183   |
| 9-12.L.V.2.d  | Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.   | HB: 3-23, 252-277<br>TE: 2-5, 61-75  |
| <p><b>STANDARD 9-12.L.V.3: Meaning &amp; Purpose</b> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>   |  |  |
| <p><b>Expectations for Constructing Texts</b> Writing   Speaking   Creating</p>   |  |  |
| 9-12.L.V.3.e  | Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. | HB: 302, 324, 434, 458, 518-519, 528-536<br>TE: 90-91, 101, 167, 184, 187-188, |

**Texts**

| <b>I. BIG IDEA: Context (C)</b> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors. |  |  |
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| <b>STANDARD 9-12.T.C.1: Purpose &amp; Audience</b> <i>Analyze the impact of purpose and audience on a wide variety of texts.</i>   |  |  |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |  |  |
| <b>Standard</b>  | <b>Description</b>   | <b>Page numbers</b>                      |
| 9.T.C.1.c  | Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. | HB: 233-234, 248, 479<br>TE: 57, 59, 177 |
| <b>STANDARD 9-12.T.C.2: Authors &amp; Speakers</b> <i>Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation</i>   |  |  |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |  |  |
| 9.T.C.2.d  | Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.   | HB: 109, 216-217<br>TE: 28, 53           |

| <b>II. BIG IDEA: Structures &amp; Style (SS)</b> Students analyze and use organizational structures and style to shape ideas and information.     |  |   |
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| <b>STANDARD: 9-12.T.SS.1: Organization</b> <i>Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</i> |  |   |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating  |  |   |
| <b>Standard</b>   | <b>Description</b>   | <b>Page numbers</b>   |
| 9.T.SS.1.b  | Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience. | HB: 3-5, 60-71, 478, 481,<br>TE: 2, 17-19, 177-178  |
| 9.T.SS.1.c  | Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion.       | HB: 8, 10, 15, 29, 31, 55, 70, 84, 114, 133, 536<br>TE: 3-4, 7-8, 14, 19, 23, 29, 33, 234 |
| 9.T.SS.1.d  | Apply knowledge of text structure and organization to create coherent and cohesive texts                   | HB: 12, 61, 67, 84, 95, 226,  |

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|  | with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. | 237, 239-240, 530, 536, TE: 3, 17-18, 23, 26, 55, 57-58, 187-188                                     |
| <b>STANDARD 9-12.T.SS.2: Craft</b> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. |   |  |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |   |  |
| 9.T.SS.2.b   | Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience                                      | HB: 28-29, 100-104, 126, 155, 221, 488, 519, 532, TE: 7, 27, 32-33, 37, 54, 178, 184, 187-188        |
| 9.T.SS.2.c   | Use formal or informal style, as appropriate to audience, purpose, and context.   | HB: 33-34, 70, 90, 106, 116, 246, 283, 447, 490, 527 TE: 8, 18-19, 23, 27, 30, 59, 79, 162, 179, 187 |

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| <b>III. BIG IDEA: Techniques (T)</b> Students evaluate and apply various techniques to comprehend and shape meaning.  |  |                       |
| <b>STANDARD 9-12.T.T.1: Narrative Techniques</b> Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.  |  |                       |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating  |  |                       |
| <b>Standard</b>   | <b>Description</b>   | <b>Page numbers</b>   |
| 9.T.T.1.e   | Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing.              | HB: 129-134 TE: 33-34 |
| <b>STANDARD 9-12.T.T.2: Expository Techniques</b> Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes |  |                       |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating  |  |                       |
| 9.T.T.2.c   | Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose. | HB: 72-93 TE: 21-24   |

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| <b>STANDARD 9-12.T.T.3: Argumentative Techniques</b> Evaluate and apply argumentative techniques to enhance text's appeal to audiences                 |   |                          |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |   |                          |
| 9.T.T.3.c  | Apply argumentative techniques strategically to enhance writing and engage audiences.                       | HB: 95-118<br>TE: 26-30  |
| 9.T.T.3.d  | Use rhetorical devices and appeals to guide the creation and revision of texts.                             | HB: 95-118<br>TE: 26-30  |
| <b>STANDARD 9-12.T.T.4: Poetic Techniques</b> Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes. |   |                          |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |   |                          |
| 9.T.T.4.b  | Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. | HB: 154-161<br>TE: 37-38 |

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| <b>IV. BIG IDEA: Research &amp; Analysis (RA)</b> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.                                |   |                                       |
| <b>STANDARD 9-12.T.RA.1: Research &amp; Inquiry</b> Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |   |                                       |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |   |                                       |
| <b>Standard</b>  | <b>Description</b>  | <b>Page numbers</b>                   |
| 9.T.RA.1.b   | Use analytical findings to support a research question or thesis, citing the sources of quoted, paraphrased, and summarized ideas in Modern Language Association (MLA) format   | HB: 213-231<br>TE: 52-55              |
| 9.T.RA.1.c   | Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.   | HB: 213-231<br>TE: 52-55              |
| <b>STANDARD 9-12.T.RA.2: Curating Sources &amp; Evidence</b> Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.                       |   |                                       |
| <b>Expectations for Constructing Texts</b> Writing   Speaking   Creating   |   |                                       |
| 9.T.RA.2.c   | Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. | HB: 241-242,<br>329<br>TE: 58-59, 104 |