

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	Connections: ELA Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	Writing & Language Grade 9 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 9 Level I Student Ed-SE Teacher Ed-TE
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. 	Language (grammar, punctuation, capitalization, spelling) Commas, pp. 17–18; Dashes, pp. 32–33; Verb Tense and Voice, pp. 46–47; Using Adjective Clauses, pp. 61–62; Colons and Semicolons, pp. 75–76; Parallel Structure, pp. 125–126; Unclear Modifiers, p. 141; Capitalization, p. 153; Using Commas with Phrases and Clauses, p. 204; Using Apostrophes, p. 221; Apostrophe with Omission, p. 236; Using Words Correctly, p. 251; Spelling, p. 266; Pronoun-Antecedent Agreement, pp. 299–300; Fragments, pp. 315–316; Run-on Sentences and Comma Splices, p. 353; Subject-Verb Agreement, pp. 368–369	SE: 43, 44, 45, 46, 294, 302	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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, its 	SE: Chapter 2 Analyzing Narrative Word Choice First Read: Defining Terms—pp. 25– 29 Chapter 5 Understanding the Development of Ideas First Read: Learning New Words—pp. 68–72 Chapter 9 Understanding Persuasive Language First Read: Defining Terms— pp. 147–149 Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Preview Academic Vocabulary (connotation and denotation)—p. 190 First Read: Connotation and Denotation—pp. 192– 198 Second Read: Understanding Point of View—pp. 199–201 Third Read: Understanding Tone—pp. 202–203 TWE: First Read Preview Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 25, 40–41, 54–55, 68, 98, 118–119, 134, 147–148, 163, 192–193, 212–213, 228–229, 243–244, 259, 290–291, 308–309, 323, 340, 360; Language Using a Dictionary (reference materials), pp. 110–111; Defining Words (definition from context/word parts/dictionary definition), p. 170; Connotation and Denotation, pp. 333–334 Focus on Author’s Point of View (connotation)—p. 263 ELL Support Language: Connotation and Denotation—TWE p. 334	SE: 3, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514 TE: 182, 183	SE: Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program

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	etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24 ▪ The Hot Zone by Richard Preston (excerpt/informational) First Read: Defining Terms—pp. 25–29; Second Read: Understanding Figurative Language—pp. 30–31; Third Read: Exploring the Author’s Craft—pp. 31–32; Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) Understanding the Development of Ideas First Read: Learning New Words—pp. 68–72; Third Read: Analyzing Development of Ideas (author’s purpose)— pp. 74–75; Chapter 7 Understanding Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 116–117 ▪ Address to the Commonwealth Club by Cesar Chavez (excerpt/speech) First Read: Speaker’s Purpose—pp. 118–120; Second Read: How Ideas Fit Together—pp. 121–122; Third Read: The Craft of Rhetoric—pp. 122–125; Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Chapter Goals/Making Connections—pp. 190–191 ▪ “Indian Education” by Sherman Alexie (excerpt/short story) First Read: Connotation and Denotation—pp. 192–198; Second Read: Understanding Point of View—pp. 199–201; Third Read: Understanding Tone—pp. 202–203; Language Using a Dictionary (reference materials), pp. 110–111; Defining Words (definition from context/word parts/dictionary definition), p. 170; Connotation and Denotation, pp. 333–334; Focus on Author’s Point of View (connotation)—p. 263; TWE: ELL Support Language: Connotation and Denotation—TWE p. 334; Chapter 16 Analyzing Theme Through Description and Style Preview Academic Vocabulary (figurative language)—p. 288 Chapter 17 Understanding Author’s Purpose and Style Preview Concepts/Chapter Goals/Making Connections—pp. 306–307 ▪ Nobel Peace Prize Acceptance Speech by Elie Wiesel (excerpt/speech) ▪ “First They Came for the Jews” by Martin Niemöller (excerpt/poem) First Read: Author’s Purpose—pp. 308–310; Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358–359	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program

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		▪ “We Are Not Responsible” by Harryette Mullen (poem) ▪ “If—” by Rudyard Kipling (poem) Second Read: Analyzing Tone and Mood—pp. 363–365		
LAFS.1112.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Chapter 2 Analyzing Narrative Word Choice First Read: Defining Terms—pp. 25– 29; Chapter 5 Understanding the Development of Ideas First Read: Learning New Words—pp. 68–72; Chapter 9 Understanding Persuasive Language First Read: Defining Terms— pp. 147–149; TWE: Unit Introduction Goals (discuss meanings of any academic vocabulary)—TWE pp. 7, 95, 287; Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 52, 66, 96, 116, 132– 133, 145, 160, 190, 210, 226, 241, 257, 288, 306, 321, 338, 358	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: Exercise 2 In every lesson (30 lessons total), as well as Shades of Meaning exercises throughout the program
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160– 161 ▪ The Declaration of Independence (excerpt/historical document) Preview Academic Vocabulary (main idea)— p. 160 First Read: Finding Central Ideas—pp. 162– 164; Second Read: Analyzing Arguments—pp. 165–168; Third Read: Analyzing Counterclaims—pp. 168– 169; Chapter 14 Understanding Problem and Solution Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 241– 242 ▪ State of the Union Address (1829) by President Andrew Jackson (excerpt/ speech) First Read: Understanding Problem and Solution—pp. 243– 247; Second Read: Analyzing Author’s Claims—pp. 247–248; Third Read: Analyzing Arguments—pp. 249–250; Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321– 322 ▪ “Enemies from Within” by Senator Joseph R. McCarthy (excerpt/speech) ▪ “Declaration of Conscience” by Senator Margaret Chase Smith (excerpt/ speech) First Read: Defining Key Terms—pp. 323– 330; Second Read: Identifying Claims and Support—pp. 330–331; Third Read: Evaluating Arguments—pp. 332–333	SE: 101, 102, 103, 104	
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24 ▪ The Hot Zone by Richard Preston (excerpt/informational) Second Read: Understanding Figurative Language (summarize the paragraph)—pp. 30–31; Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) Second Read: Main Ideas—pp. 73–73; Chapter 9 Understanding Persuasive Language Preview Concepts/Chapter Goals/Making	SE: 101, 102, 103, 104, 222, 223 TE: 54, 161, 257, 259	SE: 5, 9, 13, 17, 21, 33, 37, 41, 45, 49, 61, 65, 69, 73, 77, 88, 89, 93, 97, 101, 105, 117, 121, 124,

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		Connections—pp. 146– 147 ▪ Letter from Birmingham Jail by Dr. Martin Luther King Jr. (excerpt/editorial) Second Read: Defining Key Ideas—pp. 150; Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160– 161 ▪ The Declaration of Independence (excerpt/historical document) Preview Academic Vocabulary (main idea)— p. 160 First Read: Finding Central Ideas—pp. 162– 164; Focus on Finding Central Ideas (paraphrase)—p. 165; Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Chapter Goals/Making Connections—pp. 190– 191 ▪ “Indian Education” by Sherman Alexie (excerpt/short story) Third Read: Understanding Tone—pp. 202–203; Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210– 211 ▪ “I Will Fight No More Forever” by Toby Mac and Michael Tait (excerpt/ informational) Preview Academic Vocabulary (main idea)— p. 210; First Read: Identifying Key Details—pp. 212–216; Chapter 16 Analyzing Theme Through Description and Style Preview Concepts/Chapter Goals/Making Connections—pp. 288– 289 ▪ Night by Elie Wiesel (excerpt/memoir) Focus on Uncovering Themes (central idea)—p. 296; Chapter 19 Analyzing Characters Through Actions and Dialogue Preview Concepts/Chapter Goals/Making Connections—pp. 338– 339 ▪ Twelve Years a Slave by Solomon Northup (excerpt/memoir) Focus on Synthesizing Texts—pp. 351–352		128, 132, 144, 149, 153, 157
LAFS.1112.RI.1.3:	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Chapter 5 Understanding the Development of Ideas Preview Concepts (summarize your conclusions)—p. 66; Chapter 16 Analyzing Theme Through Description and Style Preview Concepts/Chapter Goals/Making Connections—pp. 288–289 ▪ Night by Elie Wiesel (excerpt/memoir) First Read: Development of the Central Character— pp. 290–295		
LAFS.1112.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24 ▪ The Hot Zone by Richard Preston (excerpt/informational) First Read: Defining Terms—pp. 25–29; Second Read: Understanding Figurative Language—pp. 30–31; Third Read: Exploring the Author’s Craft—pp. 31– 32; Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) Third Read: Analyzing Development of Ideas (author’s purpose)— pp. 74–75; Chapter 7 Understanding Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 116– 117 ▪ Address to the Commonwealth Club by Cesar Chavez (excerpt/speech) First Read: Speaker’s Purpose—pp. 118–120; Second	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: 20, 48, 67, 68, 88, 96, 148

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		Read: How Ideas Fit Together—pp. 121– 122; Third Read: The Craft of Rhetoric—pp. 122–125 Chapter 17 Understanding Author’s Purpose and Style Preview Concepts/Chapter Goals/Making Connections—pp. 306– 307 ▪ Nobel Peace Prize Acceptance Speech by Elie Wiesel (excerpt/speech) ▪ “First They Came for the Jews” by Martin Niemöller (excerpt/poem) First Read: Author’s Purpose—pp. 308–310; Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358– 359 ▪ “We Are Not Responsible” by Harryette Mullen (poem) ▪ “If—” by Rudyard Kipling (poem) Second Read: Analyzing Tone and Mood—pp. 363–365 Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321– 322 ▪ “Enemies from Within” by Senator Joseph R. McCarthy (excerpt/speech) ▪ “Declaration of Conscience” by Senator Margaret Chase Smith (excerpt/ speech) First Read: Defining Key Terms—pp. 323–330		
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) First Read: Learning New Words (text features)—pp. 68–72; Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210– 211 ▪ “I Will Fight No More Forever” by Toby Mac and Michael Tait (excerpt/ informational) First Read: Identifying Key Details—pp. 212–216; Second Read: Understanding Structure—pp. 216–218; Chapter 13 Evaluating Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 226– 227 ▪ “A Colloquy at a Kiowa Agency” by Judson Elliott Walker (excerpt/historical document) First Read: Summarizing Points of View (text features and structure)— pp. 228–232; The Writing Process Conduct Research (use text features)—p. 496	SE: 174, 175, 478, 479, 480, 489	SE: 12, 20, 48, 67, 68, 96
LAFS.1112.RI.2.6:	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) Third Read: Analyzing Development of Ideas (author’s purpose)— pp. 74–75; Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Chapter Goals/Making Connections—pp. 190– 191 ▪ “Indian Education” by Sherman Alexie (excerpt/short story) First Read: Connotation and Denotation—pp. 192– 198; Second Read: Understanding Point of View—pp. 199–201; Third Read: Understanding Tone—pp. 202–203; Chapter 13 Evaluating Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 226– 227 ▪ “A Colloquy at a Kiowa Agency” by Judson Elliott Walker (excerpt/historical document)	SE: 101, 102, 103, 104, 126, 127	SE: 12, 20, 48, 67, 68, 88, 96, 148

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		First Read: Summarizing Points of View—pp. 228– 232; Second Read: Analyzing Arguments—pp. 232–234; Third Read: Evaluating Point of View—pp. 235– 235; Chapter 15 Understanding Narrative Through Key Events and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 257– 258 ▪ Bury My Heart at Wounded Knee by Dee Brown (excerpt/informational) First Read: Recognizing Key Events—pp. 259–262; Second Read: Author’s Point of View—pp. 263– 264; Third Read: Analyzing Points of View—pp. 264– 265; Chapter 17 Understanding Author’s Purpose and Style Preview Concepts/Chapter Goals/Making Connections—pp. 306– 307 ▪ Nobel Peace Prize Acceptance Speech by Elie Wiesel (excerpt/speech) ▪ “First They Came for the Jews” by Martin Niemöller (excerpt/poem) First Read: Author’s Purpose—pp. 308–310; Second Read: Author’s Craft—pp. 311–312; Third Read: Synthesizing Texts—pp. 313–315; Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321– 322 ▪ “Enemies from Within” by Senator Joseph R. McCarthy (excerpt/speech) ▪ “Declaration of Conscience” by Senator Margaret Chase Smith (excerpt/ speech) First Read: Defining Key Terms—pp. 323–330; Second Read: Identifying Claims and Support—pp. 330– 331 Third Read: Evaluating Arguments—pp. 332–333		
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Twitter Feed, pp. 252–253 Tech-Connect Online search, collaboration, and publication—pp. 13, 28, 33, 41, 56, 61, 70, 103, 120, 137, 149, 164, 197, 216, 232, 246, 261, 294, 310, 328, 302, 113, 127, 354; Final Essay Upload essay to websites or blog—pp. 89, 183, 279, 381; TWE: Using Technology in the Classroom TWE pp. 387–508	SE: 212, 213, 214, 215, 216, 233, 248, 533 TE: 5, 24, 75, 179, 188	
LAFS.1112.RI.3.8:	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160– 161 ▪ The Declaration of Independence (excerpt/historical document) First Read: Finding Central Ideas—pp. 162– 164; Second Read: Analyzing Arguments—pp. 165–168; Third Read: Analyzing Counterclaims—pp. 168– 169; Chapter 14 Understanding Problem and Solution Arguments Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160– 161 ▪ The Declaration of Independence (excerpt/historical document) First Read: Finding Central Ideas—pp. 162– 164; Second Read: Analyzing Arguments—pp. 165–168; Third Read: Analyzing Counterclaims—pp. 168– 169; Chapter 14 Understanding Problem and Solution Arguments Conscience” by Senator Margaret Chase Smith (excerpt/ speech) First		

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		Read: Defining Key Terms—pp. 323–330; Second Read: Identifying Claims and Support—pp. 330–331; Third Read: Evaluating		
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160– 161 ▪ The Declaration of Independence (excerpt/historical document) Preview Academic Vocabulary (main idea)— p. 160; First Read: Finding Central Ideas—pp. 162– 164		
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	SE/TWE: Chapters: 2,8,16,17,19 TWE: p. 3	SE: 474-498	
LAFS.1112.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Chapter 5 Understanding the Development of Ideas Preview Concepts (summarize your conclusions)—p. 66; Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97 ▪ “Harrison Bergeron” by Kurt Vonnegut (excerpt/short story) Second Read: Identifying Theme (summarize the plot)—pp. 105–106; Chapter 7 Understanding Rhetoric Preview Concepts (summarize your conclusions)—p. 116; Chapter 8 Analyzing Arguments Preview Concepts (summarize your conclusions)—p. 132; Chapter 9 Understanding Persuasive Language Preview Concepts/Chapter Goals/Making Connections—pp. 146– 147 ▪ Letter from Birmingham Jail by Dr. Martin Luther King Jr. (excerpt/editorial) Third Read: Analyzing Author’s Style: Write (paraphrase an aphorism)—pp. 151–152; Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160– 161 ▪ The Declaration of Independence (excerpt/historical document) Focus on Finding Central Ideas (paraphrase)—p. 165	SE: 104, 106, 107, 192, 193, 194, 433, 487, 488, 489, 493	

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LAFS.1112.RL.1.2:	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Chapter 4 Identifying Main Ideas and Themes Through Symbolism Preview Concepts/Chapter Goals/Making Connections—pp. 52–53 ▪ “The Black Cat” by Edgar Allan Poe (excerpt/short story) First Read: Determining Main Ideas—pp. 54–58; Second Read: Author’s Craft—pp. 58–59; Third Read: Determining Theme—pp. 60–61; Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) Second Read: Main Ideas—pp. 73–73; Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97 ▪ “Harrison Bergeron” by Kurt Vonnegut (excerpt/short story) First Read: Making Inferences—pp. 98–104; Second Read: Identifying Theme—pp. 105–107; Third Read: Analyzing Irony—pp. 107–110; Chapter 16 Analyzing Theme Through Description and Style Preview Concepts/Chapter Goals/Making Connections—pp. 288–289 ▪ Night by Elie Wiesel (excerpt/memoir) First Read: Development of the Central Character—pp. 290–295; Second Read: Uncovering Themes—pp. 295–927; Third Read: How Style Supports Theme—pp. 298–299; Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358–359 ▪ “We Are Not Responsible” by Harryette Mullen (poem) ▪ “If—” by Rudyard Kipling (poem) First Read: Analyzing Audience and Message—pp. 360–363; Second Read: Analyzing Tone and Mood—pp. 363–365; Third Read: Analyzing Structure, Rhyme, and Mood—pp. 365–368	SE: 167, 168, 169, 170	SE: 4, 13, 20, 67, 71, 82, 96, 99, 103, 169
LAFS.1112.RL.1.3:	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Chapter 1 Building Suspense Through Descriptive Language ▪ The Graveyard Book by Neil Gaiman (excerpt/novel) First Read: Suspenseful Details—pp. 10–13; Second Read: Sensory Description—pp. 14–15; Third Read: Structure Creates Suspense—pp. 16–17; Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24 ▪ The Hot Zone by Richard Preston (excerpt/informational) Second Read: Understanding Figurative Language—pp. 30–31; Chapter 3 Analyzing Characters Through Inference ▪ Dracula by Bram Stoker (excerpt/novel) First Read: Analyzing Characters—pp. 40–42; Second Read: Character Interactions—pp. 43–44; Third Read: Characters’ Thoughts and Dialogue—pp. 45–45; Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Chapter Goals/Making Connections—pp. 190–191 ▪ “Indian Education” by Sherman Alexie (excerpt/short story) First Read: Connotation and Denotation—pp. 192–198; Second Read: Understanding Point of View—pp. 199–201; Third Read: Understanding Tone—pp. 202–203; Chapter 15 Understanding Narrative Through Key Events and Point of View Preview Concepts/Chapter Goals/Making Connections—pp.	SE: 149, 150, 151, 152, 153, 156, 161	SE: 5, 9, 13, 17, 21, 33, 37, 41, 45, 49, 61, 65, 69, 73, 77, 89, 93, 97, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
		257– 258 ▪ Bury My Heart at Wounded Knee by Dee Brown (excerpt/informational) First Read: Recognizing Key Events—pp. 259–262; Second Read: Author’s Point of View—pp. 263– 264; Third Read: Analyzing Points of View—pp. 264– 265; Chapter 17 Understanding Author’s Purpose and Style Preview Concepts/Chapter Goals/Making Connections—pp. 306– 307 ▪ Nobel Peace Prize Acceptance Speech by Elie Wiesel (excerpt/speech) ▪ “First They Came for the Jews” by Martin Niemöller (excerpt/poem) First Read: Author’s Purpose—pp. 308–310; Second Read: Author’s Craft—pp. 311–312; Third Read: Synthesizing Texts—pp. 313–315; Chapter 19 Analyzing Characters Through Actions and Dialogue Preview Concepts/Chapter Goals/Making Connections—pp. 338– 339 ▪ Twelve Years a Slave by Solomon Northup (excerpt/memoir) First Read: Analyzing Characters—pp. 340–346; Second Read: Analyzing Character Interactions— pp. 347–348; Third Read: Synthesizing Texts—pp. 348–352		
LAFS.1112.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24 ▪ The Hot Zone by Richard Preston (excerpt/informational) First Read: Defining Terms—pp. 25–29; Second Read: Understanding Figurative Language—pp. 30–31; Third Read: Exploring the Author’s Craft—pp. 31– 32	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total), as well as Shades of Meaning exercises throughout the program
LAFS.1112.RL.2.5:	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Genreflecting by Diana Tixier Herald (excerpt/informational) First Read: Learning New Words (text features)—pp. 68–72; Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210– 211 ▪ “I Will Fight No More Forever” by Toby Mac and Michael Tait (excerpt/ informational) First Read: Identifying Key Details—pp. 212–216; Second Read: Understanding Structure— pp. 216–218; Chapter 13 Evaluating Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 226–227 ▪ “A Colloquy at a Kiowa Agency” by Judson Elliott Walker (excerpt/historical document) First Read:	SE: 163, 164, 165, 166, 167, 168, 169	SE: 12, 20, 48, 57, 67, 68, 96

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> Grade 9 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 9 <u>Level I</u> Student Ed-SE Teacher Ed-TE
		Summarizing Points of View (text features and structure)— pp. 228–232; The Writing Process Conduct Research (use text features)—p. 496; Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358– 359 ▪ “We Are Not Responsible” by Harryette Mullen (poem) ▪ “If—” by Rudyard Kipling (poem) First Read: Analyzing Audience and Message— pp. 360–363; Second Read: Analyzing Tone and Mood—pp. 363–365; Third Read: Analyzing Structure, Rhyme, and Mood—pp. 365–368		
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97 ▪ “Harrison Bergeron” by Kurt Vonnegut (excerpt/short story) First Read: Making Inferences—pp. 98–104; Second Read: Identifying Theme—pp. 105–107; Third Read: Analyzing Irony—pp. 107–110; Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Chapter Goals/Making Connections—pp. 190– 191 ▪ “Indian Education” by Sherman Alexie (excerpt/short story) Second Read: Understanding Point of View—pp. 199–201; Chapter 13 Evaluating Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 226– 227 ▪ “A Colloquy at a Kiowa Agency” by Judson Elliott Walker (excerpt/historical document) First Read: Summarizing Points of View—pp. 228– 232; Second Read: Analyzing Arguments—pp. 232–234; Third Read: Evaluating Point of View—pp. 235– 235; Chapter 15 Understanding Narrative Through Key Events and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 257– 258 ▪ Bury My Heart at Wounded Knee by Dee Brown (excerpt/informational) First Read: Recognizing Key Events—pp. 259–262; Second Read: Author’s Point of View—pp. 263– 264; Third Read: Analyzing Points of View—pp. 264– 265; Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321– 322 ▪ “Enemies from Within” by Senator Joseph R. McCarthy (excerpt/speech) ▪ “Declaration of Conscience” by Senator Margaret Chase Smith (excerpt/ speech) First Read: Defining Key Terms—pp. 323–330; Second Read: Identifying Claims and Support—pp. 330–331; Third Read: Evaluating Arguments—pp. 332–333	SE: 169 TE: 34,35	SE: 8, 39, 57, 76, 91, 112, 128
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	SE: 35,49,64,95,140,143,220, 268,269,303,359 TWE: 7,35,41,137,140,141,197, 207,220,253,268,303,349, 35		

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	Connections: ELA Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	Writing & Language Grade 9 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 9 Level I Student Ed-SE Teacher Ed-TE
	(Include at least one play by Shakespeare and one play by an American dramatist.)			
LAFS.1112.RL.3.9:	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Chapter 8 Analyzing Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 132– 133 ▪ To Kill a Mockingbird by Harper Lee (excerpt/novel) First Read: Summarizing an Argument—pp. 134–137; Second Read: Argumentation—pp. 138–140; Third Read: Comparing and Contrasting Presentations—pp. 140– 141; Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160– 161 ▪ The Declaration of Independence (excerpt/historical document) First Read: Finding Central Ideas—pp. 162– 164; Second Read: Analyzing Arguments—pp. 165–168; Third Read: Analyzing Counterclaims—pp. 168– 169; Chapter 14 Understanding Problem and Solution Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 241– 242 ▪ State of the Union Address (1829) by President Andrew Jackson (excerpt/ speech) First Read: Understanding Problem and Solution— pp. 243–247; Second Read: Analyzing Author’s Claims—pp. 247–248; Third Read: Analyzing Arguments—pp. 249–250; Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321– 322 ▪ “Enemies from Within” by Senator Joseph R. McCarthy (excerpt/speech) ▪ “Declaration of Conscience” by Senator Margaret Chase Smith (excerpt/ speech) First Read: Defining Key Terms—pp. 323–330; Second Read: Identifying Claims and Support—pp. 330–331 Third Read: Evaluating Arguments—pp. 332–333		
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	Chapters 4, 5, 8, 13		5, 9, 13, 17, 21, 33, 37, 41, 45, 48, 49, 61, 65, 69, 73, 76, 77, 85, 89, 93, 97, 99, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157 4, 8, 32, 40, 44, 64, 72, 88, 104, 116, 120, 156, 160 88,

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
				104, 116, 120, 128 47, 51, 75, 123 12, 20, 48, 68, 88, 96
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote 	<p>Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 18, 33, 44, 46, 49, 66, 71, 93, 94, 124, 126, 128, 142, 144, 162, 185, 200, 202, 213, 247, 249, 255, 269, 272, 273, 294, 297, 306, 320, 323, 337, 340, 374, 381, 399, 417, 422, 438, 459, 464, 476, 485, 487 Project-Based Assessments: Socratic Seminar, pp. 147–148, 275–276; Role-Play Debate, pp. 186–187; Lincoln-Douglas Debate, pp. 217–219; Persuasive Speech, p. 308; Debate, pp. 341–342</p>	SE: 520, 521, 522, 523, 524	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
	divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Role-Play Debate, p. 186; Analysis of an Argument, p. 215; Lincoln-Douglas Debate, p. 217; Digital Presentation, p. 257; Write a Prologue, p. 326 On Your Own Integrating Ideas (research)—pp. 21, 35, 53, 73, 97, 130, 149, 170, 188, 219, 259, 277, 309, 327, 344, 387, 406, 425, 445, 467, 490; Focus on Integrating Information (research)— pp. 31–33; Focus on Summarizing Text (research questions)—p. 83 Focus on Evaluating an Argument (conduct research)—p. 273; Making Connections Conduct research to answer the question—p. 77 Tech-Connect Online research—p. 197; Writing Workshop Writing a Research Paper—pp. 493–500; Unit 2 Writing Writing an Argumentative Essay— pp. 223–233 Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; LincolnDouglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466; Practice Performance Task Argumentative Essay—pp. 358–362; Argumentative Essay— pp. 501–505	SE: 233, 248, 533 TE: 5, 179	SE: 15, 63, 79, 113, 127, 13, 135, 141, 151, 155 TE: 7, 11, 19, 23, 35, 39, 43, 47, 51, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 131, 147, 159, 163
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,	Chapter 4 Analyzing Dramatic Irony Preview Concepts/Chapter Goals/Making Connections—pp. 56–57 ▪ The Odyssey by Homer translated by Robert Fitzgerald (excerpt/epic poem) O Brother, Where Art Thou? by Ethan and Joel Coen	SE: 520, 521, 522, 523, 524	SE: 12, 20, 48, 68, 88, 96

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> Grade 9 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 9 <u>Level I</u> Student Ed-SE Teacher Ed-TE
	links among ideas, word choice, points of emphasis, and tone used.	(excerpt/film) First Read: Analyzing Interactions Between Characters and Events— pp. 58–65; Second Read: Analyzing Dramatic Irony—pp. 66– 68; Third Read: Comparing Approaches—pp. 68–71; Chapter 7 Understanding Word Choice and Style Preview Concepts/Chapter Goals/Making Connections—pp. 133– 134; To Sir, With Love by E. R. Braithwaite (excerpt/memoir) First Read: Identifying Key Elements—pp. 135–142; Second Read: Analyzing Author’s Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191– 192; “Silence Dogood #4” by Benjamin Franklin (excerpt/allegory) “Where College Fails Us” by Caroline Bird (excerpt/essay) First Read: Understanding Allegory—pp. 193–200; Understanding Metonymy—p. 200; Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312– 313; Hot, Flat, and Crowded by Thomas L. Friedman (excerpt/informational) First Read: Understanding Cause and Effect—pp. 314–320; Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321; Third Read: Analyzing Author’s Tone—pp. 321– 323; Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390– 391; “Freedom” by E. B. White (excerpt/essay) ▪ The Prince by Niccolò Machiavelli (excerpt/essay) First Read: Making Inferences—pp. 392–397; Second Read: Analyzing Rhetoric—pp. 397–399; Third Read: Evaluating Reasoning—pp. 399–403		
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 18, 33, 44, 46, 49, 66, 71, 93, 94, 124, 126, 128, 142, 144, 162, 185, 200, 202, 213, 247, 249, 255, 269, 272, 273, 294, 297, 306, 320, 323, 337, 340, 374, 381, 399, 417, 422, 438, 459, 464, 476, 485, 487; Project-Based Assessments Socratic Seminar, pp. 147–148, 275–276; Role-Play Debate, pp. 186–187; Lincoln-Douglas Debate, pp. 217–219; Persuasive Speech, p. 308; Debate, pp. 341–342; Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Analysis of an Argument, p. 215; Digital Presentation, p. 257; Write a Prologue, p. 326 Digital Presentation, pp. 257–258; Facebook Group, pp. 444–445; Advertising Poster, p. 466; Magazine Article, pp. 466–467	SE: 520, 521, 522, 523, 524	SE: 71, 75, 169

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	Connections: ELA Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	Writing & Language Grade 9 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 9 Level I Student Ed-SE Teacher Ed-TE
LAFS.1112.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Project-Based Assessments Pictorial Presentation, pp. 20, 423–424; Digital Presentation, pp. 257–258; Facebook Group, pp. 444–445; Advertising Poster, p. 466; Magazine Article, pp. 466–467; Digital Collection of Aphorisms, p. 170 Tech-Connect Online search, collaboration, and publication—pp. 13, 29, 52, 64, 83, 96, 126, 128, 141, 146, 162, 182, 197, 209, 247, 258, 268, 272, 293, 304, 320, 322, 337, 341, 372, 396, 414, 436, 458, 459, 466, 485	SE: 233, 248, 533 TE: 5, 24, 75, 179, 188	
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Unit 2 Writing Writing an Argumentative Essay— pp. 223–233 Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; Lincoln Douglas Debate, pp. 217–219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466 Practice Performance Task Argumentative Essay—pp. 358–362 Argumentative Essay— pp. 501–505 Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438 Unit Introduction Goals (discuss meanings of academic vocabulary)—TWE pp. 7, 115, 283, 363 Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470	SE: 503, 504, 505, 506, 507, 508, 509, 520, 521, 522, 523, 524	Exercise 2 In every lesson (30 lessons total), as well as Shades of Meaning exercises throughout the program
LAFS.1112.W.3.7:	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.	Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Role-Play Debate, p. 186; Analysis of an Argument, p. 215; Lincoln-Douglas Debate, p. 217; Digital Presentation, p. 257; Write a Prologue, p. 326 On Your Own Integrating Ideas (research)—pp. 21, 35, 53, 73, 97, 130, 149, 170, 188, 219, 259, 277, 309, 327, 344, 387, 406, 425, 445, 467, 490; Focus on Integrating Information (research)— pp. 31–33 Focus on Summarizing Text (research questions)—p. 83 Focus on Evaluating an Argument (conduct research)—p. 273; Making Connections Conduct research to answer the question—p. 77; Tech-Connect Online research—p. 197; Writing Workshop Writing a Research Paper—pp. 493–500	SE: 212, 213, 214, 215, 216	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 113, 119, 123, 127, 131, 135, 141, 147, 151, 155, 159, 163
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of	Unit 2 Writing an Argumentative Essay— pp. 223–233; Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; LincolnDouglas Debate, pp. 217–219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466 Practice Performance	SE: 129-134, 212, 213, 214, 215, 216	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127,

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
	<p>eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>Task Argumentative Essay— pp. 358–362; Argumentative Essay— pp. 501–505; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365 ▪ The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) ▪ Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) First Read: Identifying Main Ideas— pp. 366–373; Second Read: Analyzing the Development of Supporting Ideas— pp. 373–374; Third Read: Evaluating Arguments—pp. 375–381</p>		<p>131, 135, 147, 151, 155, 159, 163</p>
LAFS.1112.W.4.10:	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Unit 1 Writing Writing a Personal Narrative—pp. 100–107 Project-Based Assessments Dramatic Scene, p. 51; Educational Memoir, pp. 148–149; Family Interview, pp. 258–259; Fictional Dialogue, p. 34; Journal Entry, pp. 96–97; Film Script, p. 72; Modernist Poem, pp. 424– 425; Narrative Nonfiction, pp. 308–309; Readers Theater, pp. 488–489; Practice Performance Task Descriptive Narrative Essay—pp. 108–114; Language Narrative Pacing, p. 324; Meter and Rhyme in Poetry, pp. 422–423; Unit 2 Writing Writing an Argumentative Essay—pp. 223–233; Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; Lincoln Douglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466 Practice Performance Task Argumentative Essay— pp. 358–362 Argumentative Essay— pp. 501–505 Unit 3 Writing Writing an Analysis of an Argument—pp. 347–357 Unit 4 Writing Writing a</p>	<p>SE: 72-91, 94-118, 129-134</p>	<p>SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 113, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163</p>

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
		Research Paper—pp. 493–500 Write Lesson writing activities—pp. 14, 16, 18, 30, 33, 46, 49, 68, 71, 85, 93, 124, 128, 144, 146, 163, 168, 180, 185, 248, 255, 306, 321, 323, 340, 373, 381, 397, 403, 418, 422, 440, 461, 464, 476, 487 Project-Based Assessments Literary Analysis, p. 21; Newspaper Article, pp. 52–53; Interpretive Essay, p. 73; Response Essay, p. 169; Create a Futuristic Society, pp. 325–326; Write a Prologue, pp. 326–327; Magazine Article, pp. 466–467; Comparing and Contrasting Characters, pp. 489–490; Practice Performance Task Informative Essay—pp. 234–236; The Writing Process pp. 101-107, 224-233, 348- 357; The Inquiry and Writing Process pp. 494- 500 Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 100, 223, 347, 493; Generate Ideas—pp. 101-103, 227- 228, 350-352; First Draft—pp. 105, 231, 354, 498 Brainstorm/Brainstorming Topics—pp. 224-226, 348-350, 494 Take Notes from Other Sources—p. 229; Synthesize Information—p. 229 Organize Ideas—pp. 230- 231, 354, 497 Conduct Research—pp. 496-497 Citing Sources/Prepare Research Format—p. 498 Revising and Editing (with feedback) Revision—pp. 105, 231, 355, 499 First Peer Review (Steps for Peer Review)—pp. 105, 232, 355, 499; Second Peer Review/Self Review—pp. 106-107, 355-356; Second Peer Review (Partner)— pp. 232-233; Second Review (Teacher/Parent)—pp. 499-500 Final Peer Review—pp. 107, 233, 356, 500 Proofread—pp. 107, 233, 356, 500 Final Essay—pp. 107, 233, 356, 500		
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. 	Language Writing Complete Sentences, pp. 18–19; Parallelism, pp. 33–34; Prepositional Phrases, pp. 94–95; Using Colons, p. 128; Using Semicolons, p. 146; Using Dashes, p. 168; Using Transitions, pp. 185–186; Capitalization, p. 214; Spelling, p. 256; Using Parentheses, pp. 274–275; Participial Phrases, p. 341; Using Pronouns, pp. 381– 382; Noun Phrases, p. 404; pp. 422–423; Using Commas with Phrases and Clauses, pp. 441–442	SE: 43, 44, 45, 46, 294, 302	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10</i>	Unit Introduction Goals (discuss meanings of academic vocabulary)— TWE pp. 7, 115, 283, 363 Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470; Unit 1 Introduction Introduction Suggestions (etymology)—TWE p. 7; Language Foreign	SE: 3, 503, 504, 505, 506, 507, 508, 509, 510,	Classic Roots and Affixes exercises in every unit-level

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Words, p. 72; Technical Vocabulary (Greek and Latin prefixes, roots, and suffixes), p. 465 First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485</p>	<p>511, 512, 513, 514 TE: 182, 183</p>	<p>word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program; 6, 14, 18, 22, 34, 46, 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162</p>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 	<p>Unit 1 Introduction Suggestions (connotation and denotation)— TWE p. 7 Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94 Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author's Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200; Chapter 19 Understanding an Author's Point of View First Read: Defining Key Terms—pp. 430–</p>	<p>SE: 29, 126, 155, 488, 495, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 519</p>	<p>88, 104, 116, 120, 128, 47, 51, 75, 123 20, 48, 68, 96, 148</p>

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> Grade 9 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 9 <u>Level I</u> Student Ed-SE Teacher Ed-TE
	b. Analyze nuances in the meaning of words with similar denotations.	438; First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485; Focus on Identifying Tone—pp. 122–124; Focus on Figurative Language— pp. 163–164; Project-Based Assessments Travel Brochure (connotation and denotation), p. 96		
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Chapter 19 Understanding an Author's Point of View First Read: Defining Key Terms—pp. 430–438; Unit Introduction Goals (discuss meanings of academic vocabulary)—TWE pp. 7, 115, 283, 363; Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470	SE: 3, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174: Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas (paraphrase or direct quote)— pp. 179–180; Focus on Identifying Supporting Details (paraphrase)—p. 180; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; Making Connections (paraphrase ideas)—p. 365; Speak and Listen (summarize discussion)— p. 374; Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448– 449: “Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article) Focus on Citing Text Evidence (paraphrase or direct quotation)—p. 459; On Your Own Integrating Ideas (summarize arguments)—p. 188; Project-Based Assessment Analyze an Argument (paraphrase/direct quote)—p. 216	SE: 222, 223 TE: 54, 161, 256, 257	

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	Connections: ELA Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	Writing & Language Grade 9 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 9 Level I Student Ed-SE Teacher Ed-TE
		The Writing Process Take Notes from Other Sources (paraphrase information)—p. 229; Final Peer Review—p. 356; Conduct Research (paraphrase or direct quotation)—p. 496; Organize Ideas (summarize main points)—p. 497; Prepare Research Format (paraphrase or summarize)—p. 498		
LAFS.910.RI.1.2:	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.	Chapter 8 Synthesizing Details from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 152– 153: Tuesdays with Morrie by Mitch Albom (excerpt/novel) : Morrie: In His Own Words by Morrie Schwartz (excerpt/nonfiction) First Read: Understanding the Impact of Details—pp. 154–162; Second Read: Determining Central Idea—pp. 162–164; Third Read: Synthesizing Details from Multiple Sources—pp. 164–168	SE: 168-170	
LAFS.910.RI.1.3:	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.	Analyzing Interactions Between Characters and Events—pp. 58–65; Analyzing How Authors Develop Characters—pp. 477–484	SE: 163-169	
LAFS.910.RI.2.4:	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).	Unit 1 Introduction Suggestions (connotation and denotation)— TWE p. 7; Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94; Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author’s Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200; Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438; First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485; Focus on Identifying Tone—pp. 122–124; Focus on Figurative Language— pp. 163–164 Project-Based Assessments Travel Brochure (connotation and denotation), p. 96	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	
LAFS.910.RI.2.5:	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or	Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262– 263; The Omnivore’s Dilemma by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269;	SE: 174, 175, 478, 479, 480, 489	

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> Grade 9 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 9 <u>Level I</u> Student Ed-SE Teacher Ed-TE
	larger portions of a text (e.g., a section or chapter).	Second Read: Analyzing the Structure of an Argument—pp. 270–271; Third Read: Evaluating an Argument—pp. 272–273; Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173–174; Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas—pp. 175–180; Second Read: Identifying Supporting Details—pp. 180–182; Third Read: Evaluating an Argument—pp. 182–185	TE: 26, 55	
LAFS.910.RI.2.6:	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.	Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312–313; Hot, Flat, and Crowded by Thomas L. Friedman (excerpt/informational) First Read: Understanding Cause and Effect—pp. 314–320; Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321; Third Read: Analyzing Author’s Tone—pp. 321–323; Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390–391: “Freedom” by E. B. White (excerpt/essay), The Prince by Niccolò Machiavelli (excerpt/essay) First Read: Making Inferences—pp. 392–397; Second Read: Analyzing Rhetoric—pp. 397–399; Third Read: Evaluating Reasoning—pp. 399–403	SE: 101, 102, 103, 104, 126, 127, 179	
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections—pp. 448–449 “Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article) First Read: Citing Text Evidence—pp. 450–459; Second Read: Analyzing Organization—pp. 460–461; Third Read: Analyzing Multimodal Accounts of a Subject—pp. 461–464	SE: 489 TE: 26, 55	
LAFS.910.RI.3.8:	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.	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173–174; Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas—pp. 175–180; Second Read: Identifying Supporting Details—pp. 180–182; Third Read: Evaluating an Argument—pp. 182–185; Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262–263; The Omnivore’s Dilemma by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269; Second Read: Analyzing the Structure of an Argument—pp. 270–271; Third Read: Evaluating an Argument—pp. 272–273; Chapter 15 Assessing Balance in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 226–227; Frankenstein’s Cat by Emily Anthes (excerpt/informational) First Read: Identifying Key Ideas and Subtopics—pp. 332–337;	SE: 101, 102, 103, 104	

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> Grade 9 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 9 <u>Level I</u> Student Ed-SE Teacher Ed-TE
		Second Read: Connecting Key Ideas—pp. 338–339; Third Read: Evaluating Balance—pp. 339–340; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) ▪ Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) Third Read: Evaluating Arguments—pp. 375–381		
LAFS.910.RL.3.9:	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.	Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) First Read: Identifying Main Ideas—pp. 366–373; Second Read: Analyzing the Development of Supporting Ideas— pp. 373–374; Chapter 13 Understanding Narrative Nonfiction and American Documents Preview Concepts/Chapter Goals/Making Connections—pp. 281– 282; The Immortal Life of Henrietta Lacks by Rebecca Skloot (excerpt/ informational) Decision Points by George W. Bush (excerpt/memoir) Signing of Stem Cell Executive Order and Scientific Integrity Presidential Memorandum by President Barack Obama (excerpt/speech) First Read: Identifying Theme—pp. 283–294; Second Read: Analyzing Author’s Craft—pp. 295– 297; Third Read: Analyzing American Documents— pp. 298–306		
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.			
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the	Chapter 5 Understanding the Development of Ideas Preview Concepts (summarize your conclusions)—p. 66; Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97 ▪ “Harrison Bergeron” by	SE: 104, 106, 107, 192, 193,	

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
	text says explicitly as well as inferences drawn from the text.	Kurt Vonnegut (excerpt/short story) Second Read: Identifying Theme (summarize the plot)—pp. 105–106; Chapter 7 Understanding Rhetoric Preview Concepts (summarize your conclusions)—p. 116; Chapter 8 Analyzing Arguments Preview Concepts (summarize your conclusions)—p. 132; Chapter 9 Understanding Persuasive Language Preview Concepts/Chapter Goals/Making Connections—pp. 146–147 ▪ Letter from Birmingham Jail by Dr. Martin Luther King Jr. (excerpt/editorial) Third Read: Analyzing Author’s Style: Write (paraphrase an aphorism)—pp. 151–152; Chapter 10 Analyzing Arguments Through Claims and Evidence Preview Concepts/Chapter Goals/Making Connections—pp. 160–161 ▪ The Declaration of Independence (excerpt/historical document) Focus on Finding Central Ideas (paraphrase)—p. 165	194, 433, 487, 488, 489, 493	
LAFS.910.RL.1.2	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.	Chapter 4 Identifying Main Ideas and Themes Through Symbolism Preview Concepts/Chapter Goals/Making Connections—pp. 52–53 ▪ “The Black Cat” by Edgar Allan Poe (excerpt/short story) First Read: Determining Main Ideas—pp. 54–58; Second Read: Author’s Craft—pp. 58–59; Third Read: Determining Theme—pp. 60–61 Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) Second Read: Main Ideas—pp. 73–73 Chapter 6 Understanding Theme Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 96–97 ▪ “Harrison Bergeron” by Kurt Vonnegut (excerpt/short story) First Read: Making Inferences—pp. 98–104; Second Read: Identifying Theme—pp. 105–107 Third Read: Analyzing Irony—pp. 107–110 Chapter 16 Analyzing Theme Through Description and Style Preview Concepts/Chapter Goals/Making Connections—pp. 288–289 ▪ Night by Elie Wiesel (excerpt/memoir) First Read: Development of the Central Character—pp. 290–295 Second Read: Uncovering Themes—pp. 295–297 Third Read: How Style Supports Theme—pp. 298–299 Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358–359 ▪ “We Are Not Responsible” by Harryette Mullen (poem) ▪ “If—” by Rudyard Kipling (poem) First Read: Analyzing Audience and Message—pp. 360–363 Second Read: Analyzing Tone and Mood—pp. 363–365 Third Read: Analyzing Structure, Rhyme, and Mood—pp. 365–368	SE: 101,102,103,104, 154, 155, 156, 157, 158, 167, 168, 169, 170	SE: 4,13,20,67, 71,82,96, 99,103, 169
LAFS.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters,	Chapter 3 Analyzing Characters Through Inference ▪ Dracula by Bram Stoker (excerpt/novel) First Read: Analyzing Characters—pp. 40–42; Second Read: Character Interactions—pp. 43–44 Third Read: Characters’ Thoughts and Dialogue—pp. 45–45 Chapter 16 Analyzing Theme Through Description and Style Preview		

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
	and advance the plot or develop the theme.	Concepts/Chapter Goals/Making Connections—pp. 288– 289 ▪ Night by Elie Wiesel (excerpt/memoir) First Read: Development of the Central Character— pp. 290–295 Chapter 19 Analyzing Characters Through Actions and Dialogue Preview Concepts/Chapter Goals/Making Connections—pp. 338– 339 ▪ Twelve Years a Slave by Solomon Northup (excerpt/memoir) First Read: Analyzing Characters—pp. 340–346 Second Read: Analyzing Character Interactions— pp. 347–348 Third Read: Synthesizing Texts—pp. 348–352		
LAFS.910.RL.2.4	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).	Chapter 1 Building Suspense Through Descriptive Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9 ▪ The Graveyard Book by Neil Gaiman (excerpt/novel) First Read: Suspenseful Details—pp. 10–13; Second Read: Sensory Description—pp. 14–15; Third Read: Structure Creates Suspense—pp. 16–17 Chapter 2 Analyzing Narrative Word Choice Preview Concepts/Chapter Goals/Making Connections—p. 24 ▪ The Hot Zone by Richard Preston (excerpt/informational) Second Read: Understanding Figurative Language—pp. 30–31 Chapter 9 Understanding Persuasive Language Preview Concepts/Chapter Goals/Making Connections—pp. 146– 147 ▪ Letter from Birmingham Jail by Dr. Martin Luther King Jr. (excerpt/editorial) First Read: Defining Terms—pp. 147–149 Second Read: Defining Key Ideas—pp. 150 Third Read: Analyzing Author’s Style—pp. 151– 152 Chapter 16 Analyzing Theme Through Description and Style Preview Academic Vocabulary (figurative language)—p. 288 Chapter 11 Analyzing Tone Through Connotation and Denotation Preview Concepts/Preview Academic Vocabulary (connotation and denotation)—p. 190 First Read: Connotation and Denotation—pp. 192– 198 Second Read: Understanding Point of View—pp. 199–201 Third Read: Understanding Tone—pp. 202–203 TWE:First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 25, 40–41, 54–55, 68, 98, 118–119, 134, 147–148, 163, 192– 193, 212–213, 228–229, 243–244, 259, 290–291, 308–309, 323, 340, 360 Language Using a Dictionary (reference materials), pp. 110–111; Defining Words (definition from context/word parts/dictionary definition), p. 170; Connotation and Denotation, pp. 333–334 Focus Focus on Author’s Point of View (connotation)—p. 263 ELL Support Language: Connotation and Denotation—TWE p. 334 Project-Based Assessments Analysis of King’s Rhetoric—pp. 155–156 Personal Declaration of Independence (rhetorical techniques)—p. 171	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total), as well as Shades of Meaning exercises throughout the program

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
LAFS.910.RL.2.5 i	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.	Chapter 1 Building Suspense Through Descriptive Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9 ▪ The Graveyard Book by Neil Gaiman (excerpt/novel) Third Read: Structure Creates Suspense—pp. 16–17 Chapter 5 Understanding the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 66–67 ▪ Genreflecting by Diana Tixier Herald (excerpt/informational) First Read: Learning New Words (text features)—pp. 68–72 Chapter 12 Understanding Narrative Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 210–211 ▪ “I Will Fight No More Forever” by Toby Mac and Michael Tait (excerpt/ informational) First Read: Identifying Key Details—pp. 212–216 Second Read: Understanding Structure—pp. 216–218 Chapter 13 Evaluating Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 226–227 ▪ “A Colloquy at a Kiowa Agency” by Judson Elliott Walker (excerpt/historical document) First Read: Summarizing Points of View (text features and structure)—pp. 228–232 The Writing Process Conduct Research (use text features)—p. 496 Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358–359 ▪ “We Are Not Responsible” by Harryette Mullen (poem) ▪ “If—” by Rudyard Kipling (poem) First Read: Analyzing Audience and Message—pp. 360–363 Second Read: Analyzing Tone and Mood—pp. 363–365 Third Read: Analyzing Structure, Rhyme, and Mood—pp. 365–368	SE: 163, 164, 165, 166, 167, 168, 169	SE: 12, 20, 48, 57, 67, 68, 96
LAFS.910.RL.2.6 i	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.	Chapter 3 Analyzing Characters Through Inference ▪ Dracula by Bram Stoker (excerpt/novel) First Read: Analyzing Characters—pp. 40–42 Second Read: Character Interactions—pp. 43–44 Third Read: Characters' Thoughts and Dialogue—pp. 45–45 Chapter 16 Analyzing Theme Through Description and Style Preview Concepts/Chapter Goals/Making Connections—pp. 288–289 ▪ Night by Elie Wiesel (excerpt/memoir) First Read: Development of the Central Character—pp. 290–295 Second Read: Uncovering Themes—pp. 295–927 Third Read: How Style Supports Theme—pp. 298–299 Chapter 20 Analyzing Poetic Elements Preview Concepts/Chapter Goals/Making Connections—pp. 358– “If—” by Rudyard Kipling (poem) First Read: Analyzing Audience and Message—pp. 360–363 Second Read: Analyzing Tone and Mood—pp. 363–365 Third Read: Analyzing Structure, Rhyme, and Mood—pp. 365–368		SE: 8, 39, 57, 76, 91, 112, 128
LAFS.910.RL.3.7 i	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized	SE: 35,49,64,95,140,143,220, 268,269,303,359 TWE: 7,35,41,137,140,141,197, 207,220,253,268,303,349, 359		

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	Connections: ELA Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	Writing & Language Grade 9 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 9 Level I Student Ed-SE Teacher Ed-TE
	or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).			
LAFS.910.RL.3.9	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).	SE/TWE: p. 21,108,109		
LAFS.910.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	SE/TWE: Chapters 1,2,4,5,6,8,11,13 17,18 TWE: p. 3	SE: 474-498	
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 32, 45, 61, 73, 106, 110, 120, 122, 125, 140, 141, 168, 201, 220, 235, 250, 262, 264, 295, 298, 330, 333, 348, 363, 365, 368 Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Roundtable Discussion, pp. 62–63, 154–155, 334–335 Tech-Connect Online search, collaboration, and publication—pp. 13, 28, 33, 41, 56, 61, 70, 103, 120, 137, 149, 164, 197, 216, 232, 246, 261, 294, 310, 328, 302, 113, 127, 354 Final Essay Upload essay to websites or blog—pp. 89, 183, 279, 381 TWE: Using Technology in the Classroom TWE pp. 387–508 Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 32, 45, 61, 73, 106, 110, 120, 122, 125, 140, 141, 168, 201, 220, 235, 250, 262, 264, 295, 298, 330, 333, 348, 363, 365, 368 Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Roundtable Discussion, pp. 62–63, 154–155, 334–335	SE: 472, 473, 474, 475, 476, 477, 520, 521, 522, 523, 524, 525, 526, 527, 537, 538, 539	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
	<p>thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>			
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Unit 2 Writing Writing an Argumentative Essay—pp. 175–183 Project-Based Assessments Argumentative Essay, pp. 63–64; Public Service Announcement, pp. 127–128; Speech, p. 128; Lincoln Douglas Debate, pp. 237–239; Trail of Tears Pamphlet, p. 267; Letter to the Editor, pp. 301–302; Bringing Awareness, p. 318 Practice Performance Task Letter to the Editor—pp. 382–384 Project-Based Assessments	SE: 212, 213, 214, 215, 216	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
		Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Roundtable Discussion, pp. 62–63, 154–155, 334–335		
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Chapter 7 Understanding Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 116– 117 ▪ Address to the Commonwealth Club by Cesar Chavez (excerpt/speech) First Read: Speaker’s Purpose—pp. 118–120 SE: 524 Second Read: How Ideas Fit Together—pp. 121– 122 Third Read: The Craft of Rhetoric—pp. 122–125 Chapter 14 Understanding Problem and Solution Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 241– 242 ▪ State of the Union Address (1829) by President Andrew Jackson (excerpt/ speech) First Read: Understanding Problem and Solution— pp. 243–247 Second Read: Analyzing Author’s Claims—pp. 247–248 Third Read: Analyzing Arguments—pp. 249–250 Chapter 17 Understanding Author’s Purpose and Style Preview Concepts/Chapter Goals/Making Connections—pp. 306– 307 ▪ Nobel Peace Prize Acceptance Speech by Elie Wiesel (excerpt/speech) ▪ “First They Came for the Jews” by Martin Niemöller (excerpt/poem) First Read: Author’s Purpose—pp. 308–310 Second Read: Author’s Craft—pp. 311–312 Third Read: Synthesizing Texts—pp. 313–315 Chapter 18 Analyzing Contrasting Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 321– 322 ▪ “Enemies from Within” by Senator Joseph R. McCarthy (excerpt/speech) ▪ “Declaration of Conscience” by Senator Margaret Chase Smith (excerpt/ speech) First Read: Defining Key Terms—pp. 323–330 Second Read: Identifying Claims and Support—pp. 330–331 Third Read: Evaluating Arguments—pp. 332–333 Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 32, 45, 61, 73, 106, 110, 120, 122, 125, 140, 141, 168, 201, 220, 235, 250, 262, 264, 295, 298, 330, 333, 348, 363, 365, 368 Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Roundtable Discussion, pp. 62–63, 154–155, 334–335	SE: 524	SE: 12, 20, 48, 68, 88, 96
LAFS.910.SL.2.4	Present information, findings, and 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, audience, and task.	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 32, 45, 61, 73, 106, 110, 120, 122, 125, 140, 141, 168, 201, 220, 235, 250, 262, 264, 295, 298, 330, 333, 348, 363, 365, 368 Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Roundtable Discussion, pp. 62–63, 154–155, 334–335	SE: 520, 521, 522, 523, 524	SE: 12, 20, 48, 67, 68, 88, 96, 148

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	Connections: ELA Grade 9 Student Edition-SE Teacher Wraparound Edition-TWE	Writing & Language Grade 9 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 9 Level I Student Ed-SE Teacher Ed-TE
LAFS.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354	SE: 233, 248, 533 TE: 5, 24, 75, 179, 188	
LAFS.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 32, 45, 61, 73, 106, 110, 120, 122, 125, 140, 141, 168, 201, 220, 235, 250, 262, 264, 295, 298, 330, 333, 348, 363, 365, 368 Project-Based Assessments Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34, 142–143, 354; Roundtable Discussion, pp. 62–63, 154–155, 334– 335	SE: 13, 84, 205, 522, 526, 534	SE: 29, 57, 151, 169
LAFS.910.W.3.7:	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.	Unit 4 Writing Writing a Research Paper—pp. 374–381 Project-Based Assessments (requiring research) Pictorial Presentation, pp. 18–19; Digital Presentation, pp. 33–34; Table of Horror Literature, pp. 77–78; Speech, p. 128; Digital Presentation, pp. 142–143; Investigative Report, pp. 222–223; Lincoln Douglas Debate, pp. 237–239; Trail of Tears Pamphlet, p. 267; Manifest Destiny Artwork, pp. 268–269; Introducing Elie Wiesel, p. 317; Digital Presentation, p. 354 On Your Own Integrating Ideas (research)—pp. 21, 35, 49, 64, 79, 113, 129, 145, 157, 172, 207, 223, 239, 254, 269, 303, 319, 335, 355, 371 Tech-Connect Conduct research online—pp. 28, 120, 197, 261, 294, 310 The Inquiry Process Conduct Research—p. 275 The Writing Process Conduct Research—p. 376 Chapter 10 Analyzing Arguments Through Claims and Evidence The Inquiry Process Conduct Research (paraphrase information)—p. 276 Chapter 13 Evaluating Point of View - The Writing Process Conduct Research (use text features)—p. 496	SE: 212, 213, 214, 215, 216	SE: 15, 19, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or	Unit 2 Writing Writing an Argumentative Essay—pp. 175–183 Unit 3 Writing Writing a Comparative Essay—pp. 272–279 Practice Performance Task Comparative Essay—pp. 280–286 The Writing Process Conduct Research (use text features)—p. 496 Write Lesson writing assignments—pp. 13, 15, 17, 32, 58, 73, 74, 104, 109, 124, 140, 152, 169, 201, 203, 218, 220, 250, 265, 298, 312, 348, 363, 368 Project-Based Assessments Response Essay, pp. 78– 79; Analysis of King’s Rhetoric, pp. 155–156; Personal declaration of independence, p. 171; Scrapbook of Lessons, p. 205; The American Indian Experience, pp. 206–207; Investigative Report, pp. 222–223; Read a Primary Source, pp. 253–254; Compare/Contrast Essay, p. 371 Practice Performance Task Comparative Essay—pp. 280–286	SE: 72-91, 94-118	SE: 29, 57, 95, 123, 127, 135, 141, 155, 169

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
	the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).			
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Unit 1 Writing Writing a Personal Narrative—pp. 82–89 Practice Performance Task Continuing the Narrative—pp. 90–94 Project-Based Assessments Finish the Story, p. 113; Modern Poem, pp. 303– 304; Introducing Elie Wiesel, p. 317; Biopoem, pp. 354–355; Free-Verse Poem, p. 37 Unit 2 Writing Writing an Argumentative Essay—pp. 175–183 Project-Based Assessments Argumentative Essay, pp. 63–64; Public Service Announcement, pp. 127– 128; Speech, p. 128; Lincoln Douglas Debate, pp. 237–239; Trail of Tears Pamphlet, p. 267; Letter to the Editor, pp. 301–302; Bringing Awareness, p. 318 Practice Performance Task Letter to the Editor—pp. 382–384 Unit 3 Writing Writing a Comparative Essay—pp. 272–279 Practice Performance Task Comparative Essay—pp. 280–286 Write Lesson writing assignments—pp. 13, 15, 17, 32, 58, 73, 74, 104, 109, 124, 140, 152, 169, 201, 203, 218, 220, 250, 265, 298, 312, 348, 363, 368		SE: 15, 19, 29, 35, 39, 43, 47, 51, 57, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 141, 147, 151, 155, 159, 163, 169
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	TWE: Shaded sections throughout the Teacher Edition provide ELL support	TE: ELL support provided in each chapter	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	TWE: Shaded sections throughout the Teacher Edition provide ELL support	TE: ELL support provided in each chapter	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts Ancillaries: Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 9</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Writing & Language</u> <u>Grade 9</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 9</u> <u>Level I</u> Student Ed-SE Teacher Ed-TE
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