

Standards Correlation

§110.36. English Language Arts and Reading, English I, Adopted 2017.	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	SB/TWE: 48, 62–63, 73, 105–106, 120, 122, 125, 140, 154–155, 168, 201, 220, 235–236, 249, 264, 299, 311, 334, 348, 354, 370
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	SB/TWE: 62–63, 110, 125, 237–239, 334–335, TWE only: 264
(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	SB/TWE: 32, 45, 48–49, 62–63, 127, 128, 140, 142–143, 154–155, 220, 237–239, 348, TWE only: 98
(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	SB/TWE: 45, 62–63, 73, 110, 122, 140, 154–155, 168, 201, 220, 236, 249, 262, 299, 334–335, 348, 354, 368 TWE only: 98, 319
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline- based vocabulary;	SB/TWE: 8, 14, 24, 28, 38, 52, 59, 66, 82, 90–91, 96, 107, 116, 132, 146, 149, 150, 160, 190, 192–196, 198, 202, 210, 226, 228, 241, 243, 257, 281, 288, 298–299, 306, 321, 328, 338, 358 363, 365 TWE only: 10, 25, 40, 54, 68, 98, 118, 147, 160, 134, 175, 243, 272, 290, 308, 340, 360
(B) analyze context to distinguish between the denotative and connotative meanings of words; and	SB/TWE: 23, 36, 174, 191, 198, 252, fore280, 284, 333–334 TWE only: 228, 252
(C) determine the meaning of foreign words or phrases used frequently in English such as <i>bona fide</i> , <i>caveat</i> , <i>carte blanche</i> , <i>tête-à-tête</i> , <i>bon appétit</i> , and <i>quid pro quo</i> .	TWE only: 239
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	On Your Own activities throughout the book provide suggestion for students to read on outside materials on their own.

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(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	Each Read establishes a purpose for reading. See pages 10, 14, 16, etc. TWE only: 3
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	SB/TWE: 40, 56, 68, 118, 147, 151, 162, 212, 216, 243, 259, 322, TWE only: 3
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	SB/TWE: 68–70, 92, 98, 113, 228, 232 TWE only: 3
(D) create mental images to deepen understanding;	SB/TWE: 25, 30, 112, 151, 290, 359 TWE only: 3
(E) make connections to personal experiences, ideas in other texts, and society;	Making Connections sections for each chapter. For examples, see pages 9, 22, 36, etc.
(F) make inferences and use evidence to support understanding;	SB/TWE: 10, 50, 57, 68, 90, 104, 107, 115, 121, 131, 134, 138, 145, 154, 158, 199, 202, 216, 232, 340, 346, 347,
(G) evaluate details read to determine key ideas;	SB/TWE: 16, 25, 28, 54, 60, 73, 105, 121, 134, 137, 150, 164, 169, 216, 247, 295, 348, 360
(H) synthesize information from two texts to create new understanding; and	SB/TWE: 35, 129, 220, 265, , 314
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Students reread a single text three times throughout the curriculum, allowing them to increase comprehension with each read. TWE only: 3
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	Making Connections sections for each chapter. For example, see pages 35, 60, etc.
(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	SB/TWE: 13, 35, 49, 129, 219, 367
(C) use text evidence and original commentary to support an appropriate response;	SB/TWE: 10, 50, 57, 68, 74, 104, 107, 121, 134, 138, 154, 199, 202, 216, 232, 340, 346, 347, 364

Guide to Abbreviations: **SB** = student book; **TWE** = teacher wraparound edition

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(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	SB/TWE: 8 16, 30, 54, 60, 73, 80, 105, 121, 134, 138, 152, 169, 216, 240, 247, 248, 295, 311, 348
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	Each Read instructs students to annotate the text. See pages 10, 14, 16, etc.
(F) respond using acquired content and academic vocabulary as appropriate;	SB/TWE: 39, 174, 233, 240, 299, 334, 348,368
(G) discuss and write about the explicit or implicit meanings of text;	SB/TWE: 10,23, 51, 57, 68, 74, 104, 107, 108, 114, 121, 134, 138, 154,174, 199, 202, 216, 232, 334,340, 346, 347, 356
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	SB/TWE: 38, 62, 154, 237 - 239, 267, 330, 334
(I) reflect on and adjust responses when valid evidence warrants;	SB/TWE: 35, 62, 154, 219, 235, 334
(J) defend or challenge authors' claims using relevant text evidence.	SB/TWE: 45,62, 122, 127, 128, 142, 154, 202, 220, 227, 230, 237, 330, 354
(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) analyze how themes are developed through characterization and plot in a variety of literary texts;	SB/TWE: 40–43, 44–45, 57, 138, 286, 294, 346,
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	SB/TWE: 40, 42, 43, 44, 45, 57, 138, 294, 346, 347,
(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	SB/TWE: 16–17, 19, 210–211, 299, 305
(D) analyze how the setting influences the theme.	SB/TWE: 14,16, 31, 135, 201, 295
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) read and respond to American, British, and world literature	SB/TWE: Many American texts are read. The British poem "If— and British text <i>Dracula</i> and several texts from world literature (works by Elie Wiesel).

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(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	SB/TWE: 302, 313, 365, 367, 372,
(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	SB/TWE: 96–97, 107, 115, 207–208
(D) analyze characteristics and structural elements of informational texts such as:	
(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	SB/TWE: 25, 28, 37, 73, 122, 150, 164, 216, 226, 233, 249, 295, 312, 330, 347–348
(ii) multiple organizational patterns within a text to develop the thesis;	SB/TWE: 25, 28, 73, 80, 121, 150, 164, 218, 247, 262, 295, 311, 348,
(E) analyze characteristics and structural elements of argumentative texts such as: (i) clear arguable claim, appeals, and convincing conclusion;	SB/TWE: 166, 169, 233, 235, 241, 249, 250, 332,
(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	SB/TWE: 73–74, 122, 130, 137, 160, 233, 235, 248, 312, 330, 347,
(iii) identifiable audience or reader; and	SB/TWE: 327 TWE Only: 111, 118
(F) analyze characteristics of multimodal and digital texts.	SB/TWE: 33, 140, 264–265, 267
(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) analyze author's purpose, audience, and message within a text;	SB/TWE: 31, 74, 120, 122, 139, 151, 154, 169, 219, 232, 235, 263, 310, 314, 332, 360
(B) analyze use of text structure to achieve the author's purpose;	SB/TWE: 16–17, 20, 27, 74, 165, 299, 265
(C) evaluate the author's use of print and graphic features to achieve specific purposes;	SB/TWE: 298–299, 302, 358, 365, 368
(D) analyze how the author's use of language achieves specific purposes;	SB/TWE: 23, 25, 30, 68, 149, 150, 164, 212, 228, 243, 259, 305, 311, 328, 340, 360
(E) analyze the use of literary devices such as irony, and oxymoron to achieve specific purposes;	SB/TWE: 30, 96–97, 202, 107, 198,
(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	SB/TWE: 164, 202_203, 298, 363 TWE Only: 25
(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	SB/TWE: 166, 169, 233, 235, 249_250, 332–333, 334–335

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(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	SB/TWE: 83, 85, 86, 109, 112, 155, 176, 178, 180, 183, 375
(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	SB/TWE: 85, 86, 92, 109, 112, 155, 17, 180, 237, 273, 299, 301, 317, 374
(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	SB/TWE: 85, 86, 92, 109, 112, 155, 171, 180, 237, 273, 299, 301, 317, 374
(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	SB/TWE: 85, 86, 92, 109, 112, 155, 171, 180, 237, 273, 299, 301, 317, 374
(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	SB/TWE: 41, 43, 61, 83, 85, 86, 109, 112, 125, 127, 128, 140, 155, 176, 180, 181, 183, 317, 375,
(D) edit drafts using standard English conventions, including:	SB/TWE: 13, 48, 70, 75, 76, 83, 85, 86, 109, 112, 155, 176, 178, 180, 181, 183, 279, 317, 353,
(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	SB/TWE: 61, 87, 279, 315, 353,
(ii) consistent, appropriate use of verb tense and active and passive voice	SB/TWE: 46–47, 87, 279,
(iii) pronoun-antecedent agreement;	SB/TWE: 299–300, 312
(iv) correct capitalization;	SB/TWE: 13, 48, 70, 75, 153, 176, 181, 183, 279, 317,
(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	SB/TWE: 13, 32, 48, 70, 75, 76, 176, 181, 183, 204, 221, 236, 279, 317,
(vi) correct spelling; and	SB/TWE: 251, 266, All rubrics require students to use correct spelling.
(E) publish written work for appropriate audiences.	SB/TWE: 33, 34, 77, 89, 109, 183, 237, 267, 279, 301, 317, 381
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	SB/TWE: 46, 77, 82, 112, 320–303, 370,

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(B) compose informational texts such as personal essays, explanatory essays, and reports using genre characteristics and craft;	SB/TWE: 20, 32, 155, 194, 201, 205, 218, 237, 248, 265, 272, 317, 371, 374,
(C) compose argumentative texts using genre characteristics and craft; and	SB/TWE: 63, 73, 78, 128, 171, 220, 237,
(D) compose correspondence in a professional or friendly structure.	SB/TWE: 301, 306, 384
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) develop questions for formal and informal inquiry;	SB/TWE: 77, 267, 275, 319, 375, 376
(B) critique the research process at each step to implement changes as needs occur and are identified;	SB/TWE: 33, 34, 77, 78, 273, 376
(C) develop and revise a plan;	SB/TWE: 77, 267, 275, 319, 375, 376
(D) modify the major research question as necessary to refocus the research plan;	SB/TWE: 275, 276, 319, 375, 376
(E) locate relevant sources;	SB/TWE: 33, 34, 77, 272, 376
(F) synthesize information from a variety of sources;	SB/TWE: 77, 267, 275, 319, 375, 376
(G) examine sources for:	SB/TWE: 166, 169, 233, 235, 249–250, 332
(i) credibility and bias, including omission; and	
(ii) faulty reasoning such as <i>ad hominem</i> , loaded language, and slippery slope;	SB/TWE: 166, 169, 181, 233, 235, 249–250, 332 TWE only: 180
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	SB/TWE: 33, 34, 77, 78, 275, 277, 376,
(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	SB/TWE: 33, 34, 77, 89, 109, 175, 183, 237, 267, 279, 301, 317, 379, 381

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Introduction to Course				
Close Reading and Annotating Texts, pp. xii–xvi, 3		Chapter 25: Close Reading SB: pp. 474–501 TE: p. 176	SB/TWE: 9.4.A, B, D, E, F, I TWE only: 9.4.A, B, C, D, I	1 day
UNIT 1				
Introduction to Unit 1, p. 7				1 day
Chapter 1	Chapter Opener and Read 1, pp. 8–13 (Suspenseful Details)		SB/TWE: 9.2.A, 9.4.F, 9.5.C, 9.5.D, 9.5.F, 9.5.G, 9.6.A, 9.6.B, 9.6.C, 9.9.D, 9.9.D.iv, 9.9.D.v, 9.10.B	2 days
	Read 2, pp. 14–15 (Sensory Description)		SB/TWE: 9.2.A, 9.6.D	2 days
	Read 3, pp. 16–18 (Structure)		SB/TWE: 9.4.G; 9.5.d; 9.6.C, 9.6.D, 9.8.B,	2 days
	Language, p 17 (Using Commas)	Chapter 21: Commas That Separate & Commas That Enclose SB: pp. 430–439 TE: p. 148	SB/TWE: 9.9.D.v	1 day
	Project-Based Assessments: Pictorial Presentation, pp. 19 Literary Analysis p. 20 On Your Own, p. 20–21 Connect to Testing, pp. 22–23	Chapter 8: The Literary Essay SB: pp. 163–17 TE: p. 39	SB/TWE: 9.2.A, 9.4.F, 9.5.C, 9.5.G, 9.6.C, 9.8.B, 9.10.B	*2–4 days per assessment
				Varies
				½ day
				Total: 9½ days
Chapter 2	Chapter Opener and Read 1, pp. 24–29 (Analyzing Narrative Word Choice)		SB/TWE: 9.2.A, 9.4.D, 9.4.G, 9.5.D, 9.7.D.i, 9.7.D.ii, 9.8.D,9.9.D.vi	2 days
	Read 2, pp. 30–31 (Figurative Language)		SB/TWE: 9.8.D, 9.8.E	2 days
	Read 3, pp. 21–33(Author’s Craft)		SB/TWE: 9.1.C, 9.8.D, 9.8.A, 9.10.B	2 days
	Language, p. 33 (Dashes)	Chapter 23: Hyphens, Dashes, Ellipses, and Parentheses SB: pp. 463–465 TE: p. 163	SB/TWE: 9.9.D.v	1 day
	Project-Based Assessments: Digital Presentation, pp. 33–34 Brochure, p. 34 On Your Own, p. 35 Connect to Testing, pp. 36–37		SB/TWE: 9.2.A, 9.4.H, 9.7.D.i, 9.7.E.ii, 9.8.D 9.9.E, 9.11.B, 9.11.E, 9.11.H, 9.11.I	3–5 days per assessment
				Varies
				½ day
				Total: 7½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Chapter 3	Chapter Opener and Read 1, pp. 38–42 (Analyzing Characters)		SB/TWE: 9.2.A, 9.4.B, 9.5.F, 9.6.A, 9.6.B, 9.6.A, 9.6.B, 9.9.C, 9.6.A, 9.6.B	2 days
	Read 2, pp. 43–44 (Character Interactions)		SB/TWE: 9.6.A, 9.6.B, 9.9.C	2 days
	Read 3, p. 45–47 (Characters' Thoughts and Dialogue)		SB/TWE: 9.1.C, 9.5.J, 9.6.A, 9.6.B, 9.9.D.ii	2 days
	Language, p. 45 (Verb Tense and Voice)	Chapter 16: Verb Tense; Voice SB: pp. 339–344; 348–349 TE: p. 105	SB/TWE: 9.9.D.ii	1 day
	Project-Based Assessment: Modern Dracula, pp. 48–49 On Your Own, p. 49 Connect to Testing, pp. 50–51	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 9.1.A, 9.1.C, 9.1.D, 9.4.F, 9.5.C, 9.5.G, 9.5.J, 9.6.A, 9.6.B, 9.9.D, 9.9.D.iv, 9.9.D.v, 9.10.A	3–4 days Varies ½ day
				Total: 7½ days
Chapter 4	Chapter Opener and Read 1, pp. 52–58 (Determining Main Ideas)		SB/TWE: 9.2.A, 9.4.B, 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.5.G, 9.6.A, 9.6.B	2 days
	Read 2, pp. 58–59 (Author's Craft)		SB/TWE: 9.2.A	2 day
	Read 3, pp. 60–62 (Determining Theme)		SB/TWE: 9.1.A, 9.4.G, 9.5.D, 9.9.C, 9.8.D.i	2 day
	Language, p. 51 (Using Adjective Clauses)	Chapter 15: The Uses of Subordinate Clauses SB: p. 319 TE: p. 96	SB/TWE: 9.9.D.i; 9.9.C	½ day
	Project-Based Assessment: Roundtable Discussion pp. 62–63 Argumentative Essay, pp. 63–64 On Your Own, p. 64 Connect to Testing, p. 65	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 9.1.A, 9.1.B, 9.1.C, 9.1.D, 9.4.G, 9.5.D, 9.5.H, 9.5.I, 9.5.J, 9.10.C	1–2 days per assessment Varies ½ day
				Total: 7 days
Chapter 5	Chapter Opener and Read 1, pp. 66–72 (New Words)		SB/TWE: 9.2.A, 9.4.B, 9.4.E.iii, 9.4.F, 9.5.C, 9.5.G, 9.8.D, 9.9.D, 9.9.D.iv, 9.9.D.v	2 days
	Read 2, p. 73 (Determining Main Ideas)		SB/TWE: 9.1.A, 9.1.D, 9.4.G, 9.5.D, 9.7.D.i, 9.7.D.ii, 9.7.E.ii, 9.10.C	2 days
	Read 3, pp. 74–76 (Analyzing Development of Ideas)		SB/TWE: 9.4.F, 9.5.C, 9.5.G, 9.7.D.i, 9.7.E.ii, 9.8.A,	1½ days
	Language, p. 75 (Colons and Semicolons)	Chapter 23: Semicolons and Colons SB: pp. 457–459 TE: p. 163	SB/TWE: 9.9.D, 9.9.D.iv, 9.9.D.v	1 day
	Project-Based Assessments: Table of Horror Literature, pp. 77–78 Response Essay, p. 78–79 On Your Own, p. 79 Connect to Testing, pp. 80–81		SB/TWE: 9.4.G, 9.5.D, 9.7.D.i, 9.7.D.ii; 9.9.D, 9.9.D.iv, 9.9.D.v, 9.9.E, 9.10.C, 9.11.A, 9.11.B, 9.11.C, 9.11.E, 9.11.F, 9.11.H, 9.11.I	2–3 days per assessment Varies ½ day
				Total: 7 days

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*NOTE: Extension activities, Project-Based Assessment and On Your Own, are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Writing a Personal Narrative	Prepare to Write, p. 82 Brainstorm, p. 83 Generate Ideas, pp. 84	Chapter 1: Introduction to the Writing Process SB: pp. 2–23 TE: p. 1	SB/TWE: 9.2.A, 9.9.A, 9.9.C, 9.9.D, 9.10.A	2 days
	Organize Ideas, p. 85 First Draft, p. 86	Chapter 7: Writing a Personal Narrative SB: pp. 129–134 TE: p. 31	SB/TWE: 9.9.A, 9.9.B, 9.9.Bi, 9.9.Bii, 9.9.C, 9.9.D	2 days
	Revision, p. 86 First Peer Review, pp. 86 Second Peer Review, pp. 87 Final Peer Review, pp. 88 Final Essay, p. 89		SB/TWE: 9.9.A, 9.9.B, 9.9.B.i, 9.9.B.ii, 9.9.D.i, 9.9.D.ii, 9.9.E, 9.11.I	3 days
				Total: 9 days
Assessment	Practice Performance Task, pp. 90–94		SB/TWE: 9.2.A, 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.5.G, 9.6.A, 9.6.B, 9.7.D.i, 9.7.D.ii, 9.8.D, 9.9.B, -Bi, Bii; 9.9.C, 9.9.D, 9.9.D.iv, 9.9.D.v, 9.10.A	2 days
	Unit 1 Summative Assessment, TWE pp. 395–399		TWE only: 9.2.A, 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.5.G, 9.6.A, 9.6.B, 9.6.C, 9.7.D.i, 9.7.D.ii, 9.7.E.i, 9.7.E.ii, 9.8.D, 9.8.G, 9.9.C, 9.9.D, 9.9.Div, 9.9.D, 9.11.G.i, 9.11.G.ii	2 days
				Total: 4 days
Unit 1 Total				51½ days

UNIT 2				
Introduction to Unit 2, p. 95				1 day
Chapter 6	Chapter Opener and Read 1, pp. 96–104 (Making Inferences)		SB/TWE: 9.2.A, 9.4.F, 9.5.C, 9.5.G, 9.7.C	2 days
	Read 2, pp. 105–106 (Identifying Theme)		SB/TWE: 9.4.G, 9.5.D	2 days
	Read 3, pp. 106–111 (Irony)		SB/TWE: 9.2.A, 9.4.F, 9.5.C, 9.5.G, 9.8.E, 9.9.A, 9.9.B, 9.9.Bi, 9.9.Bii, 9.9.C, 9.9.D, 9.9.E, 9.11.I	2½ days
	Language, p. (Using a Dictionary)	Chapter 26: Dictionary Skills SB: pp. 511–516 TE: p. 181	SB/TWE: 9.2.A; 9.9.D.vi	1 day
	Project-Based Assessments: Create a Futuristic Society, p. 112 Finish the Story, pp. 112–113 On Your Own, p. 113 Connect to Testing, pp. 114–115	Chapter 7: Writing a Short Story SB: pp. 135–146 TE: p. 31	SB/TWE: 9.4.F, 9.5.C, 9.5.G, 9.9.A, 9.9.B, 9.9.B.i, 9.9.B.ii, 9.9.C, 9.9.D	*2–4 days per assessment
				Varies
				½ day
				Total: 9 days

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Chapter 7	Chapter Opener and Read 1, pp. 116–120 (Speaker’s Purpose)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 9.2.A, 9.4.B, 9.4.F, 9.4.G, 9.5.D, 9.5.G, 9.7.E.iii, 9.8.A	2½ days
	Read 2, pp. 121–122 (How Ideas Fit Together)		SB/TWE: 9.1.A, 9.1.D, 9.4.F, 9.4.G, 9.5.D, 9.5.G, 9.5.J, 9.7.D.i, 9.7.D.ii	1 day
	Read 3, pp. 122–126 (Rhetoric)		SB/TWE: 9.1.A, 9.1.B, 9.7.D.i, 9.7.E.ii, 9.9.C	2 days
	Language, p. 125 (Parallel Structure)	Chapter 14: Misplaced and Dangling Modifiers SB: p. 308 TE: p. 87	SB/TWE: 9.9.C	½ day
	Project-Based Assessments: Public Service Announcement, pp. 127 Speech, p. 128 On Your Own, p. 129 Connect to Testing, pp. 130–131		SB/TWE: 9.1.C, 9.4.H, 9.5.J, 9.7.D.i, 9.7.E.ii, 9.9.C, 9.10.C	2–3 days per assessment
				Varies
				½ day
				Total: 6½ days
Chapter 8	Chapter Opener and Read 1, pp. 132–137 (Summarizing an Argument)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 9.2.A, 9.4.F, 9.4.G, 9.5.C, 9.5.D	2½ days
	Read 2, pp. 138–140 (Argumentation)		SB/TWE: 9.1.A, 9.1.C, 9.1.D, 9.4.F, 9.5.C, 9.5.D, 9.5.G, 9.6.A, 9.6.B, 9.8.A, 9.7.E.iii, 9.8.A, 9.8.B, 9.8.F, 9.9.C	2 days
	Read 3, p. 140–141 (Comparing and Contrasting Presentations)		SB/TWE: 9.7.F	1 day
	Language, p. 141 (Unclear Modifiers)	Chapter 14: Misplaced and Dangling Modifiers SB: p. 308 TE: p. 87	SB/TWE: 9.9.C	½ day
	Project-Based Assessment: Digital Presentation p. 142 On Your Own, p. 143 Connect to Testing, pp. 144–145		SB/TWE: 9.1.A, 9.1.C, 9.1.D, 9.5.J, 9.8.A	3–4 days
				Varies
				½ day
				Total: 6½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Chapter 9	Chapter Opener and Read 1, pp. 146–149 (Defining Terms)		SB/TWE: 9.2.A, 9.4.B, 9.8.D	2 days
	Read 2, pp. 150 (Key Ideas)		SB/TWE: 9.2.A, 9.4.G, 9.5.D, 9.7.D.i, 9.7.D.ii, 9.8.D	1 day
	Read 3, pp. 151–153 (Analyzing Author’s Style)		SB/TWE: 9.4.B, 9.7.E.iii, 9.8.A, 9.8.E, 9.9.D.iv	1½ days
	Language, p. (Capitalization)	Chapter 20: Capitalization SB: pp. 414–425 TE: p. 143	SB/TWE: 9.9.C	2 days
	Project-Based Assessments: Roundtable Discussion pp. 154–155 Analysis of King’s Rhetoric, pp. 155–156 On Your Own, p. 157 Connect to Testing, pp. 158–159	Chapter 6: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 25 Chapter 8: The Rhetorical Analysis Essay SB: pp. 178–189 TE: p. 39	SB/TWE: 9.1.A, 9.1.C, 9.1.D, 9.4.F, 9.4.H, 9.5.C, 9.5.G, 9.5.I, 9.5.J, 9.8.A, 9.9.A, 9.9.B, 9.9.B.i, 9.9.B.ii, 9.10.B, 9.9.C, 9.9.D	2–3 days per assessment
				Varies
				½ day
				Total: 7 days
Chapter 10	Chapter Opener and Read 1, pp. 160–164 (Finding Central Ideas)		SB/TWE: 9.2.A, 9.4.B, 9.4.F, 9.4.G, 9.5.D, 9.7.D.i, 9.7.D.ii, 9.8.D, 9.8.F, 9.8.G	3 days
	Read 2, pp. 165–167 (Analyzing Argument)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 9.1.A, 9.1.D, 9.7.E.i, 9.8.G, 9.11.G.i, 9.11.G.ii	1 day
	Read 3, pp. 168–170 (Analyzing Counterclaims)		SB/TWE: 9.2.A, 9.4.G, 9.5.D, 9.7.E.i, 9.8.A, 9.8.B, 9.8.G, 9.9.B, 9.9.Bi, Bi, 9.10.C, 9.11.G.i, G.ii	3 days
	Language, p. 170 (Defining Words)	Chapter 26: Determining Word Meaning SB: pp. 505–510 TE: p. 181	SB/TWE: 9.2.A	1 day
	Project-Based Assessment: Personal Declaration of Independence, p. 171 On Your Own, p. 172 Connect to Testing, pp. 173–174		SB/TWE: 9.4.F, 9.C.G, 9.5.G, 9.7.E.i, 9.8.G, 9.11.G.i, 9.11.G.ii	2–3 days
				Varies
				Total 8 days
Writing an Argumentative Essay	Prepare to Write, pp. 175–176 Brainstorm, pp. 176 Generate Ideas, pp. 1178–179	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 9.2.A, 9.9.A, 9.9.B, 9.9.Bi, 9.9.Bii, 9.9.C, 9.9.D, 9.9.Div, 9.9.Dv, 9.9.E, 9.11.I	4 days
	Organize Ideas, p. 180 First Draft, p. 181		SB/TWE: 9.9.A, 9.9.B, 9.9.Bi, 9.9.Bii, 9.9.C, 9.9.D, 9.9.D.iv, 9.9.D.v	4 days
	Revision, p. 181 First Peer Review, pp. 181 Second Peer Review, p. 182 Final Peer Review, p. 183 Final Essay, p. 183		SB/TWE: 9.9.A, 9.9.C, 9.9.D, 9.9.D.iv, 9.9.D.v, 9.9.E, 9.11.I	4 days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
				Total: 12 days
Assessment	Practice Performance Task, pp. 184–188		SB/TWE: 9.4.G, 9.4.F, 9.5.C, 9.5.D, 9.5.G, 9.7.D.i, 9.7.D.ii, 9.8.D, 9.9.C, 9.9.D, 9.9.D.iv, 9.9.D.v, 9.10.C	2 days
	Unit 2 Summative Assessment, TWE pp. 400–408		TWE only: 9.2.A, 9.4.F, 9.4.G, 9.5.C, 9.5.G, 9.5.D, 9.6.A, 9.6.B, 9.7.A, 9.7.D.i, 9.7.D.ii, 9.7.E.i, 9.8.A, 9.8.D, 9.8.G, 9.9.C, 9.9.D, 9.9.D.iv, 9.9.D.v, 9.10.B, 9.11.G.i, 9.11.G.ii	2 days
				Total: 4 days
Unit 2 Total				53 days

UNIT 3				
Introduction to Unit 3, p. 189				1 day
Chapter 11	Chapter Opener and Read 1, pp. 190–198 (Connotation and Denotation)		SB/TWE: 9.1.D, 9.2.B, 9.5.J, 9.8.E	1½ days
	Read 2, pp. 198–201 (Point of View)	Chapter 26: Words That Communicate Clearly SB: p. 518 TE: p. 181 Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p.25	SB/TWE: 9.1.A, 9.1.D, 9.4.F, 9.5.C, 9.5.G, 9.5.J, 9.7.A, 9.8.C	2 days
	Read 3, pp. 202– 204 (Understanding Tone)		SB/TWE: 9.2.A, 9.4.F, 9.5.C, 9.5.G, 9.8.F	2 days
	Language, p. 204 (Using Commas with Phrases and Clauses)	Chapter 21: Commas That Separate & Commas That Enclose SB: pp. 433–438 TE: p. 148	SB/TWE: 9.9.D.v	1 day
	Project-Based Assessments: Scrapbook of Lessons, p. 205 American Indian Experience pp. 207–207 On Your Own, p. 207 Connect to Testing, pp. 208–209		SB/TWE: 9.8.D, 9.10.B	*3–4 days per assessment
				*Varies
				½ day
				Total: 8½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Chapter 12	Chapter Opener and Read 1, pp. 210–216 (Identifying Key Details)		SB/TWE: 9.2.A, 9.4.B, 9.4.F, 9.4.G, 9.5.C, 9.5.G, 9.7.D.i, 9.7.D.ii, 9.8.D	2 days
	Read 2, pp. 216–218 (Understanding Structure)		SB/TWE: 9.7.D.i, 9.7.D.ii, 9.7.E.ii	2 days
	Read 3, pp. 219–(Author's Rhetoric)	Chapter 6: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 25	SB/TWE: 9.4.H, 9.5.J, 9.8.A, 9.9.D.v, 9.10.C	2 days
	Language, p. 221 (Using Apostrophes)	Chapter 23: Apostrophes SB: pp. 451–456 TE: p. 163	SB/TWE: 9.9.D.v	1 day
	Project-Based Assessment: Investigative Report, pp. 222–223 On Your Own, p. 223 Connect to Testing, pp. 224–225	Chapter 10: Inquiry: Initial Research and Development SB: pp. 212–231 TE: p. 51 Chapter 11: Inquiry: Composing and Presenting SB: pp. 232–251 TE: p. 56	SB/TWE: 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.5.G, 9.7.D.i, 9.7.D.ii	3–4 days
				Varies
				½ day
				Total: 7 days
Chapter 13	Chapter Opener and Read 1, pp. 226–232 (Summarizing Points of View)		SB/TWE: 9.2.A, 9.2.B, 9.4.F, 9.5.C, 9.5.G, 9.5.J, 9.8.A, 9.8.D	2 days
	Read 2, pp. 232–234 (Analyzing Arguments)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 9.5.F, 9.7.D.i, 9.7.E.i, 9.7.E.ii, 9.8.A, 9.8.G, 9.11.G.i, 9.11.G.ii	1 day
	Read 3, p. 235–236 (Evaluating Point of View)		SB/TWE: 9.7.D.i, 9.7.E.i, 9.7.E.ii, 9.8.A, 9.8.G, 9.11.G.i, 9.11.G.ii	2 days
	Language, p. 236 (Apostrophe with Omission)	Chapter 23: Apostrophes SB: pp. 454–456 TE: p. 163	SB/TWE: 9.9.D.v	½ day
	Project-Based Assessment: Lincoln-Douglas Debate, pp. 237–239 On Your Own, p. 239 Connect to Testing, p. 240		SB/TWE: 9.1.B, 9.1.C, 9.2.C, 9.5.C, 9.5.J, 9.8.A, 9.9.B, 9.9.B.i, 9.9.B.ii, 9.9.E, 9.10.A, 9.10.B, 9.10.C, 9.11.I	2–3 days
				Varies
				1 day
				Total: 6½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Chapter 14	Chapter Opener and Read 1, pp. 241–247 (Problem and Solution)		SB/TWE: 9.2.A, 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.6.A, 9.7.D.i, 9.7.D.ii, 9.8.D	2 days
	Read 2, pp. 247–248 (Analyzing Author's Claims)		SB/TWE: 9.5.D, 9.7.D.i, 9.7.E.ii	2 days
	Read 3, pp. 249–251 (Analyzing Arguments)	Chapter 6: The Elements of Arguments SB: pp. 95–99 TE: p. 25	SB/TWE: 9.7.E.i, 9.8.G, 9.9.D.vi, 9.11.G.i, 9.11.G.ii	2 days
	Language, p. 251 (Using Words Correctly)	Chapter 19: A Writer's Glossary of Usage SB: pp. 394–413 TE: p. 134	SB/TWE: 9.9.D.vi	1 day
	Project-Based Assessments: Twitter Feed, p. 252 Read a Primary Source, pp. 253–254 On Your Own, p. 254 Connect to Testing, pp. 255–256		SB/TWE: 9.2.B, 9.7.D.i, 9.7.E.i, 9.7.E.ii, 9.8.G, 9.11.G.i, 9.11.G.ii	1–3 days per assessment Varies ½ day
				Total: 7 days
Chapter 15	Chapter Opener and Read 1, pp. 257–262 (Key Events)		SB/TWE: 9.4.B, 9.7.D.ii, 9.8.A, 9.8.D	2 days
	Read 2, pp. 263–264 (Author's Point of View)		SB/TWE: 9.1.B, 9.8.A	1 day
	Read 3, pp. 264– Analyzing Points of View)		SB/TWE: 9.4.H, 9.7.F, 9.9.D.vi, 9.10.B	2 days
	Language, p. 266 (Spelling)	Chapter 24: Spelling Patterns SB: pp. 467–468 TE: p. 171	SB/TWE: 9.9.D.VI	1 day
	Project-Based Assessments: Trail of Tears Pamphlet, p. 267 Manifest Destiny Artwork, pp. 268–269 On Your Own p. 269 Connect to Testing, pp. 270–271		SB/TWE: 9.7.D.ii, 9.9.E, 9.11.A, 9.11.C, 9.11.D, 9.11.F, 9.11.I	2–3 days per assessment Varies ½ day
				Total: 6½ days
Writing a Comparative Essay	Prepare to Write, p. 272–273 Brainstorming, pp. 274 Generate Ideas, pp. 275–276		SB/TWE: 9.2.A, 9.9.B, 9.9.B.i, 9.9.B.ii, 9.10.B, 9.11.B, 9.11.C, 9.11.D, 9.11.E, 9.11.F	4 days
	Organize Ideas, p. 276 First Draft, p. 277		SB/TWE: 9.11.A, 9.11.B, 9.11.C, 9.11.D, 9.11.F	4 days
	Revision, p. 277 First Peer Review, pp. 277–278 Second Peer Review, p. 278 Final Peer Review, p. 279 Final Essay, p. 279		SB/TWE: 9.9.D, 9.9.D.i, 9.9.D.ii, 9.9.D.iv, 9.9.D.v, 9.9.E, 9.11.I	4 days
				Total: 12 days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Assessment	Practice Performance Task, pp. 280–286		SB/TWE: 9.2.A, 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.5.G, 9.7.D.i, 9.7.D.ii, 9.8.A, 9.8.D, 9.9.C, 9.9.D, 9.9.Div, 9.9.Dv, 9.10.B	2 days
	Unit 3 Summative Assessment, TWE pp. 409–417		TWE only: 9.2.A, 9.2.B, 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.5.G, 9.6.A, 9.6.B, 9.6.C, 9.7.D.i, 9.7.D.ii, 9.7.E.i, 9.8.A, 9.8.D, 9.8.G, 9.8.E, 9.9.C, 9.9.D, 9.9.Div, 9.9.Dv, 9.10.B, 9.11.G.i, 9.11.G.ii	2 days
				Total: 4 days
Unit 3 Total				51 days

UNIT 4				
Introduction to Unit 4, p. 287				1 day
Chapter 16	Chapter Opener and Read 1, pp. 287–295 (Development of the Central Character)		SB/TWE: 9.2.A, 9.6.B, 9.6.B, 9.8.D	1 day
	Read 2, pp.295–297 (Uncovering Themes)		SB/TWE: 9.4.G, 9.5.D, 9.6.D, 9.7.D.i, 9.7.D.ii	2 days
	Read 3, pp. 298–300 (Style)		SB/TWE: 9.2.A, 9.6.C, 9.8.B, 9.8.C, 9.9.B, 9.9.B.i, 9.9.B.ii 9.9.D.iii	1 day
	Language, p. 299 (Pronoun Antecedent Agreement)	Chapter 17: Pronouns and Their Antecedents SB: pp. 364–367 TE: p. 116	SB/TWE: 9.9.D.iii	1 day
	Project-Based Assessments: Letter to the Editor, p. 301–302 Modern Poem, pp. 302–303 On Your Own, p. 303 Connect to Testing, pp. 304–305		SB/TWE: 9.2.A, 9.6.A, 9.6.B, 9.6.C, 9.9.B.i, 9.9.B.ii, 9.9.E, 9.10.D, 9.11.I	*1–2 days per assessment
				*Varies
½ day				
				Total: 6½ days
Chapter 17	Chapter Opener and Read 1, pp. 306–310 (Author's Purpose)		SB/TWE: 9.2.A, 9.2.D, 9.8.A, 9.8.D	1 day
	Read 2, pp. 310– 312 (Author's Craft)		SB/TWE: 9.1.A, 9.7.D.i, 9.7.E.ii, 9.8.A, 9.8.D	2 days
	Read 3, pp. 313–316 (Synthesizing Texts)		SB/TWE: 9.4.H, 9.7.B, 9.8.A, 9.9.D.i	1 day
	Langugae, p. 315 (Fragments)	Chapter 13: Sentence Fragments SB: pp. 287–288 TE: p.76	SB/TWE: 9.9.D.i	1 day
	Project-Based Assessments: Introducing Elie Wiesel, p. 317 Bringing Awareness, p. 318 On Your Own, p. 319 Connect to Testing, p. 320		SB/TWE: 9.9.B, 9.9.B.i, 9.9.B.ii, 9.9.C, 9.9.D, 9.9.Div, 9.9.Dv, 9.9.E, 9.10.B, 9.11.A, 9.11.C, 9.11.D, 9.11.F, 9.11.I	1–3 days per assessment
				Varies
½ day				
				Total: 5½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Chapter 18	Chapter Opener and Read 1, pp. 321–330 (Defining Key Terms)		SB/TWE: 9.2.A, 9.4.B, 9.8.D	3 days
	Read 2, pp. 330–332 (Claims and Support)		SB/TWE: 9.5.J, 9.7.D.i, 9.7.E.ii	1 day
	Read 3, pp. 332– 334 (Evaluating Arguments)	Chapter 8: The Rhetorical Analysis Essay SB: pp. 178–180 TE: p. 39	SB/TWE: 9.2.B, 9.7.E.i, 9.8.A, 9.8.G, 9.11.G, 9.11.G.i, 9.11.G.ii	1½ days
	Language, p. 334 (Connotation and Denotation)	Chapter 26: Words That Communicate Clearly SB: pp. 518–520 TE: p. 181	SB/TWE: 9.2.B	1 day
	Project-Based Assessment: Roundtable Discussion, pp. 334–335 On Your Own, p. 335 Connect to Testing, pp. 336–337		SB/TWE: 9.1.A, 9.1.B, 9.1.C, 9.1.D, 9.4.F, 9.5.C, 9.5.F, 9.5.G, 9.5.I, 9.5.J, 9.7.E.i, 9.8.G, 9.11.G.i, 9.11.G.ii	1 day
				Varies
				½ day
				Total: 7 days
Chapter 19	Chapter Opener and Read 1, pp. 338–346 (Analyzing Characters)		SB/TWE: 9.2.A, 9.4.F, 9.5.C, 9.5.G, 9.6.A, 9.6.B, 9.8.D	2 days
	Read 2, pp. 347–348 (Character Interactions)		SB/TWE: 9.1.A, 9.1.C, 9.1.D, 9.4.F, 9.5.C, 9.5.F, 9.5.G, 9.6.A, 9.6.B, 9.7.D.i, 9.7.E.ii	1 day
	Read 3, pp. 248–353 (Synthesizing Texts)		SB/TWE: 9.4.G, 9.5.D, 9.7.D.i, 9.7.D.ii,9.9.D.i	1 day
	Language, p. 353 (Run-On Sentences)	Chapter 15: Clause Fragments and Run-On Sentences SB: pp. 327–329 TE: p. 96	SB/TWE: 9.9.D.i	1 day
	Project-Based Assessments: Digital Presentation, p. 354 Biopoem, p. 354 On Your Own, p. 355 Connect to Testing, pp. 356–357		SB/TWE: 9.1.A, 9.1.C, 9.1.D, 9.5.J, 9.7.D.ii	1–3 days per assessment
				Varies
				½ day
				Total: 5½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 9 TEKS	Time Needed
Chapter 20	Chapter Opener and Read 1 pp. 358–363 (Analyzing Audience and Message)		SB/TWE: 9.2.A, 9.4.C, 9.8.D	2 days
	Read 2, pp. 363–364 (Analyzing Tone and Mood)		SB/TWE: 9.8.F	1 day
	Read 3, pp. 365–369 (Analyzing Repetition and Line Length)		SB/TWE: 9.7.B, 9.7.F, 9.8.B,	1 days
	Language, p. 368 (Subject - Verb Agreement)	Chapter 18: Subject and Verb Agreement SB: pp. 368–381 TE: p. 125	SB/TWE: 9.9.D	1 day
	Project-Based Assessments. Free Verse Poem, p. 370 Compare/Contrast Essay, p. 371 On your Own, p. 371 Connect to testing, pp. 372–373		SB/TWE: 9.7.B, 9.7.B, 9.8.B, 9.8.F, 9.10.A, 9.10.B,	1–2 days per assessment
				Varies
				½ day
				Total: 5½ days
Writing a Research Paper	Prepare to Write, p. 374 Brainstorming, p. 375 Research Ideas, Evaluate Sources, Conduct Research, pp. 375–377	Chapter 10: Inquiry: Initial Research and Development SB: pp. 212–231 TE: p. 51	SB/TWE: 9.9.A, 9.9.B, 9.9.B.i, 9.9.B.ii, 9.9.C, 9.9.D, 9.11.A, 9.11.B, 9.11.C, 9.11.D, 9.11.E, 9.11.F, 9.11.H	5 days
	Organize Ideas, pp. 377–378 First Draft, p. 378 Research Format, p. 379	Chapter 11: Inquiry: Composing and Presenting SB: pp. 232–251 TE: p. 56	SB/TWE: 9.9.B, 9.9.B.i, 9.9.B.ii, 9.10.B, 9.11.I	5 days
	Revision, pp. 380–381 Final Essay, p. 381		SB/TWE: 9.1.D, 9.5.F, 9.9.D, 9.9.E, 9.11.I	4 days
				Total: 14 days
Assessment	Practice Performance Task, pp. 382–384		SB/TWE: 9.8.A, 9.8.D, 9.10.B, 9.10.D	2 days
	Unit 4 Summative Assessment, TWE pp. 418–427		TWE only: 9.2.A, 9.4.F, G, 9.5.C, 9.5.D, G, 9.6.A, 9.6.B, 9.6.C, 9.7. D.ii, D.v, 9.7.E.ii, 9.8.A, 9.8.D, 9.9.C, 9.9.D, 9.9.Div, 9.9.Dv, 9.10.B	2 days
	End-of-Course Summative Assessment, TWE pp. 428–439		TWE only: 9.2.A, 9.4.F, 9.4.G, 9.5.C, 9.5.D, 9.5.G, 9.6.A, 9.6.B, 9.6.C, 9.7.D.v.i, D.ii, 9.7.E, E.ii, 9.8.A, 9.8.G, 9.8.D, 9.8.E, 9.9.B, Bi, Bii, 9.9.C, 9.9.D, 9.9.Div, Dv, 9.10.B, 9.11.G.i, G.ii	2 days
				Total: 6 days
Unit 4 Total				50 days

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