### Enduring Understandings:
- People strive to find and maintain their individual identities while still belonging to a group.
- Good writers produce clear main ideas and well-organized supporting details to convey complex ideas.

### Essential Questions:
- What is the difference between the following: what is right and what is popular?
- How do people connect in meaningful ways with people who are different from themselves?
- How do people distinguish between their group identities and their individuality?
- How do external factors affect one’s sense of identity?
- How do people transform through their relationships with others?

### Standards

#### Highly-Leveraged Standards

9.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9.RI.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.
9.RI.3 Analyze how the author constructs 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.
9.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
### Supporting Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.RI.4</td>
<td>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.</td>
</tr>
<tr>
<td>9.RI.5</td>
<td>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</td>
</tr>
<tr>
<td>9.RI.7</td>
<td>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.</td>
</tr>
<tr>
<td>9.W.7</td>
<td>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.</td>
</tr>
<tr>
<td>9.W.8</td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>9.SL.2</td>
<td>Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>9.SL.3</td>
<td>Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>9.SL.4</td>
<td>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; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>9.SL.5</td>
<td>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
</tr>
</tbody>
</table>
| 9.L.2    | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  
  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
  b. Use a colon to introduce a list or quotation.  
  c. Use correct spelling. |
| 9.L.4    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies:  
  a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
  b. 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.  
  c. 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.  
  d. Verify the preliminary determination of the meaning of a word or phrase. |
**Constant Standards**

9.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.

9.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

9.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

9.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

9.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 9-10 Reading standards to literature.
   b. Apply grades 9-10 Reading standards to informational text and nonfiction.

9.W.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

9.SL.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 thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   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.
   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 based on the evidence and reasoning presented.

9.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

9.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Use parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Write and edit work so that it conforms to the guidelines in a style manual.

9.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Analyze nuances in the meaning of words with similar denotations.

9.L.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.

Social Justice Standards

Identity:
• Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

Diversity:
• Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

Justice:
• Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

Action:
• Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

Teaching Tolerance Website
https://www.tolerance.org/
## Adopted Texts and Materials

<table>
<thead>
<tr>
<th>Textbook:</th>
<th>The Language of Literature (L), Elements of Literature (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Extended Texts:</strong></td>
<td></td>
</tr>
<tr>
<td>Enrique’s Journey, Sonia Nazario</td>
<td></td>
</tr>
<tr>
<td>Extremely Loud and Incredibly Close, Jonathan Safran Foer</td>
<td></td>
</tr>
<tr>
<td>I Know Why the Caged Bird Sings, Maya Angelou E p.357</td>
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<tr>
<td>Lord of the Flies, William Golding</td>
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<tr>
<td>Monster, Walter Dean Myers</td>
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<tr>
<td>Secret Life of Bees, Sue Monk Kidd</td>
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<tr>
<td>Speak, Laurie Halse Anderson</td>
<td></td>
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<tr>
<td><strong>Multicultural Adoptions:</strong></td>
<td></td>
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<tr>
<td>Ask Me No Question, Marina Budhos</td>
<td></td>
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<tr>
<td>Colibri, Ann Cameron</td>
<td></td>
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<tr>
<td>Curious Incident of a Dog in the Night Time, Mark Haddon</td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Short Texts:</strong></td>
<td></td>
</tr>
<tr>
<td>“Censors,” Luisa Valenzuela, L p. 185</td>
<td></td>
</tr>
<tr>
<td>“End of Separateness,” Andre Brink, L p. 451</td>
<td></td>
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<tr>
<td>“Glory and Hope,” Nelson Mandela, L p. 439</td>
<td></td>
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<tr>
<td>“I Have a Dream,” Martin Luther King Jr., L p. 439</td>
<td></td>
</tr>
<tr>
<td>“The Road Not Taken,” E p.602</td>
<td></td>
</tr>
<tr>
<td>“The Sniper” L p. 162, E 5</td>
<td></td>
</tr>
<tr>
<td>“United States vs. Susan B. Anthony,” Margaret Truman, p. 453</td>
<td></td>
</tr>
<tr>
<td>“Utterly Perfect Murder,” Ray Bradbury, L p. 799</td>
<td></td>
</tr>
</tbody>
</table>

## Instructional and Assessment Guides

| **TUSD SPARKS** |  |
| **SPARK Strategies** |  |
| **DOK Levels** |  |
| **DOK Stems** |  |
| **Hess’s Matrix** |  |
| **Bloom’s Taxonomy** |  |
| **Informative/Explanatory Writing Guide** |  |
| **Informative/Explanatory Rubric** |  |
| **Socratic Seminar Resources:** |  |
| NWABR |  |
| PAIDEIA |  |

## Electronic Resources and Alternative Media:

| Colibri Lesson Plans |  |
| Dr. Martin Luther King, Jr. “I Have a Dream” speech video |  |
| “Glory and Hope” Speech Nelson Mandela May 10, 1994 |  |
| Secret Life of Bees Teacher’s Guide |  |
| Scene in Invictus: What is Your Philosophy on Leadership? |  |
| Women’s Rights to the Suffrage, Susan B. Anthony 1873 |  |
| Free Master Teacher Lesson Plans |  |
**2019-2020 ELA Curriculum Map, Grade 9, Q2**

<table>
<thead>
<tr>
<th>Reading Focus: Literature</th>
<th><strong>Unifying Concept:</strong></th>
<th>Unifying Concept: Culture, Conflict, and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Focus:</strong> Informative/Explanatory</td>
<td><strong>Quarter 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td><strong>Essential Questions:</strong></td>
<td></td>
</tr>
<tr>
<td>- Strong readers understand how journeys shape their understandings of others and themselves.</td>
<td>- How does struggle help define a culture or community?</td>
<td></td>
</tr>
<tr>
<td>- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression</td>
<td>- What turning points determine an individual’s pathway to adulthood?</td>
<td></td>
</tr>
<tr>
<td>- What impact does historical, cultural, geographical, and social context have on a novel and the reaction of the readers to the text?</td>
<td>- What turning points determine an individual’s pathway to adulthood?</td>
<td></td>
</tr>
</tbody>
</table>

### Standards

**Highly-Leveraged Standards**

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>9.RL.1</strong></td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td><strong>9.RL.2</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>9.RL.5</strong></td>
<td>Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</td>
</tr>
</tbody>
</table>
| **9.W.2** | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  
  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  
  e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.  
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

### Supporting Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>9.RL.4</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>9.RL.6</strong></td>
<td>Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.</td>
</tr>
<tr>
<td><strong>9.RL.7</strong></td>
<td>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</td>
</tr>
<tr>
<td><strong>9.W.7</strong></td>
<td>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.</td>
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</table>
9.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9.SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9.SL.3 Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9.SL.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; use appropriate eye contact, adequate volume, and clear pronunciation.

9.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use parallel structure
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   Analyze nuances in the meaning of words with similar denotations.

Constant Standards

9.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.

9.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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9.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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**9.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

**9.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

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**9.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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**9.L.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.

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- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

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• Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

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Action:
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Teaching Tolerance Website
https://www.tolerance.org/

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### Adopted Texts and Materials

**Textbooks:** *The Language of Literature (L)*, *Elements of Literature (E)*

**Recommended Extended Texts: Choose 1-2**
- *Absolutely True Diary of a Part Time Indian*, Sherman Alexie
- *Enrique’s Journey*, Sonia Nazario
- *Much Ado About Nothing*, William Shakespeare
- *Odyssey*, Homer, excerpts *L* p. 893; *E* p. 889
- *Speak*, Laurie Halse Anderson
- *Secret Life of Bees*, Sue Monk Kidd
- *To Kill a Mockingbird*, Harper

**Multicultural Adoptions:**
- *A Step from Heaven*, An Na
- *The Living*, Matt de la Pena

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**Recommended Short Texts:**
- “Full Circle,” Sue Grafton, *L* p. 742
- “Life without Go-Go Boots,” Barbara Kingsolver, *L* p. 236
- “Most Dangerous Game,” Richard Connell, *L* p. 38; *E* 13
- “On Being 17, Bright—and Unable to Read,” L David Raymond, p. 573
- “Perfect Storm,” Sebastian Junger, *L* p. 112
- “Thank You, Ma’am,” E p. 120

*The Miracle Worker*, William Gibson, *E* p. 635

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**Instructional and Assessment Guides**

**Additional Instructional Resources**

**Electronic Resources and Alternative Media:**
- “Students Study Effects of Texting on Learning,”
- “The Dinner Party,” Mona Gardner

**The Living**

**A Perfect Storm Resources:**
- Down the Ship
- The Giant Wave

**To Kill a Mockingbird Resources:**
- NEA
- Harper Collins
## 2019-2020 ELA Curriculum Map, Grade 9, Q3

<table>
<thead>
<tr>
<th>Reading Focus: Informational</th>
<th>Writing Focus: Argumentative</th>
<th>Unifying Concept: World Views</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understandings:</td>
<td>Essential Questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Good writers use information from multiple sources to support their ideas and always avoid plagiarism.</td>
<td>• How do experiences shape who people become?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Good writers have a clear purpose for their writing and support it with claims, strong evidence, and logic</td>
<td>• How do people remain authentic to themselves as they move in and out of different communities, cultures, and contexts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standards

#### Highly-Leveraged Standards¹

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.RI.6</td>
<td>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.</td>
</tr>
<tr>
<td>9.RI.8</td>
<td>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.</td>
</tr>
<tr>
<td>9.RI.9</td>
<td>Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.</td>
</tr>
<tr>
<td>9.W.1</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>a.</td>
<td>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b.</td>
<td>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
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<tr>
<td>c.</td>
<td>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td>d.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>e.</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
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</table>

#### Supporting Standards²

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.RI.4</td>
<td>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.</td>
</tr>
<tr>
<td>9.RI.5</td>
<td>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</td>
</tr>
<tr>
<td>9.RI.7</td>
<td>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.</td>
</tr>
<tr>
<td>9.W.7</td>
<td>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.</td>
</tr>
</tbody>
</table>
9.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9.SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9.SL.3 Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9.SL.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; use appropriate eye contact, adequate volume, and clear pronunciation.

9.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Use correct spelling.

9.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Write and edit work so that it conforms to the guidelines in a style manual.

### Constant Standards

9.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9.RI.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.

9.RI.3 Analyze how the author constructs 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.

9.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.

9.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

9.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 9-10 Reading standards to literature.
   b. Apply grades 9-10 Reading standards to informational text and nonfiction.

9.W.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

9.SL.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 thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   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.
   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 based on the evidence and reasoning presented.

9.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

9.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Use correct spelling.

9.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
   a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
   b. 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.
   c. 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.
   d. Verify the preliminary determination of the meaning of a word or phrase

9.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

9.L.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.
Social Justice Standards

**Identity:**
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

**Diversity:**
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

**Justice:**
- Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

**Action:**
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

Teaching Tolerance Website
https://www.tolerance.org/

## Adopted Texts and Materials

<table>
<thead>
<tr>
<th>Textbooks:</th>
<th>The Language of Literature (L), Elements of Literature (E)</th>
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<tbody>
<tr>
<td><strong>Recommended Extended Texts: Choose 1-2</strong></td>
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<tr>
<td>Absolutely True Diary of a Part Time Indian, Sherman Alexie</td>
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<td>Enrique’s Journey, Sonia Nazario</td>
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<td>Fahrenheit 451, Ray Bradbury</td>
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<td>Monster, Walter Dean Myers</td>
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<td>Speak, Laurie Halse Anderson</td>
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<td><strong>Multicultural Adoptions:</strong></td>
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<td>Does My Head Look Big in This? Randa Abdel-Fattah</td>
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**Recommended Short Texts: Choose 3-5**
- “Angela’s Ashes,” Frank McCourt, L p. 243
- “Daughter of Invention,” Julia Alvarez, L p. 663
- “Marine Corps Issue,” David McLean, L p. 618
- “The Great Taos Bank Robbery,” Tony Hillerman, L p. 787
- “Sniper,” Liam O’Flaherty, L p. 162, E p. 5
- “Unfinished Business,” Elisabeth Kubler-Ross, L p. 260
- “Vietnam Warfare Breeding Ground for Post-Traumatic Stress Disorder,” L p.639
- “Where Have You Gone Charming Billy?” Tim O’Brien, L p. 62

## Instructional and Assessment Guides

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<th>TUSD SPARKS</th>
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<td>DOK Levels</td>
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<td>DOK Stems</td>
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<td>Hess’s Matrix</td>
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<td><strong>Bloom’s Taxonomy</strong></td>
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<td>AZMerit Argumentative Essay Writing Guide</td>
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<td>AZMerit Argumentative Essay Writing Rubric</td>
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<td><strong>Socratic Seminar Resources:</strong></td>
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<td>NWABR</td>
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## Electronic Resources and Alternative Media:

- Book Burning
- Fahrenheit 451 Teacher’s Guide
- George W Bush’s Address to the Nation on September 11, 2001
- George W. Bush’s Address to the Nation 9/11 Video link
- Introduction to Critical Thinking and Argumentation
- JFK’s Civil Rights Address
- Maya Lin Vietnam Memorial
- Ray Bradbury New York Times Obituary
- Sound of Thunder Teachers Guide
- “Superman and Me,” Sherman Alexie
| Free Master Teacher Lesson Plans | “The Highwayman,” Alfred Noyes |
### Reading Focus: Literature

### Writing Focus: Argumentative

### Unifying Concept:

- **Relationships, Isolation, and Communities**

### Quarter 4

#### Enduring Understandings:

- Literature reveals different types of relationships, and how those relationships influence people’s lives.
- As people age, their perceptions of personal responsibilities change.

#### Essential Questions:

- How do different kinds of people find commonalities?
- How do communities and families determine how people see other people?
- How do people reconcile their passion and their duty when they find themselves at odds with their families or communities?
- How do people transform through their relationships with others?

### Standards

#### Highly-Leveraged Standards

- **9.RL.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **9.RL.9** Analyze how an author draws on and transforms source material in a specific work.
- **9.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

#### Supporting Standards

- **9.RL.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.
- **9.RL.6** Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.
- **9.RL.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **9.W.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.
- **9.W.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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9.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use parallel structure.
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

**Constant Standards**

9.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
9.RL.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.
9.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
9.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
9.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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c. Use correct spelling.

9.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual.

9.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

b. 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.

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d. Verify the preliminary determination of the meaning of a word or phrase

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Action:
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Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

Textbooks: The Language of Literature (L), Elements of Literature (E)
Recommended Extended Texts: Choose 1-2
Enrique’s Journey, Sonia Nazario
Fahrenheit 451, Ray Bradbury
Much Ado About Nothing, William Shakespeare
Romeo & Juliet, William Shakespeare, L p. 989, E p. 735
Secret Life of Bees, Sue Monk Kidd
Speak, Laurie Halse Anderson
To Kill a Mockingbird, Harper Lee

Multicultural Adoptions:
Eleanor & Park, Rainbow Rowell, (MC)

Recommended Short Texts: Choose 3-5
“Necklace,” Guy de Maupassant, L p. 26, E p. 221
“Respite from ‘The Troubles,’” Gayle Tzemach, p. 170
“Romeo and Juliet Are from Palestine,” Carol Rosenberg, L p. 1106
“Romeo and Juliet in Bosnia,” E p.860
“Scarlet Ibis,” James Hurst, L p. 1106
“Sniper,” Liam O’Flaherty, L p. 162, E p. 5

Instructional and Assessment Guides

Electronic Resources and Alternative Media:
Book Burning
Fahrenheit 451 Teacher’s Guide
How and Why We Read: Crash Course English Literature #1
Rainbow Rowell accepts the 2013 Boston Globe-Horn Book Fiction Award for Eleanor & Park
Ray Bradbury New York Times Obituary

Romeo and Juliet Resources:
Culturally Responsive Unit Plan for Romeo and Juliet
Of Pentameter & Bear Baiting - Romeo & Juliet Part I: Crash Course English Literature #2
Love or Lust? Romeo and Juliet Part II: Crash Course English Literature #3

To Kill a Mockingbird Resources:
NEA
Harper Collins

Additional Instructional Resources

TUSD SPARKS
SPARK Strategies
DOK Levels
DOK Stems
Hess’s Matrix
Bloom’s Taxonomy
AZMerit Argumentative Essay Writing Guide
AZMerit Argumentative Essay Writing Rubric
Socratic Seminar Resources:
NWABR
PAIDEIA
Free Master Teacher Lesson Plans
1**Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2**Supporting Standards** are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3**Constant Standards** are routinely addressed to reinforce grade-level mastery.