

Pathways-Grade 9

Knowledge and Skills		Student Edition	Teacher Edition
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;	13, 43, 61, 92, 111, 123, 153, 167, 263-264, 339, 431-432, 507, 633, 645, 654, 656, 681, 707, 715, 727, 733	35, 49, 59, 88, 99, 105, 120, 135, 176, 241, 301, 335, 393, 397, 403, 414, 431, 445, 451, 456, 462
B	follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;		
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	267, 431	31, 93, 139, 168, 193, 245, 246, 305, 365, 419, 474, 479
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.	13, 92, 111, 153, 263, 267, 339, 432, 507, 562, 633, 654, 681, 707, 715, 727, 733-734	35, 88, 99, 120, 176, 188, 241, 301, 335, 365, 393, 414, 419, 445, 451, 456, 462
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;	263, 319, 359, 562, 564, 627, 695	64, 65, 141, 179, 219, 419
B	analyze context to distinguish between the denotative and connotative meanings of words; and	84, 123, 258, 263, 300, 311, 381, 395, 570	141, 176-177, 179
C	determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.		
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.		
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;	2, 14, 30, etc. (see <i>Build Background</i> sections); 4, 16, 32, etc. (see <i>Literary Lens</i> sections)	19-29, 32, 96, 142, 196, 248, 308, 368, 422
B	generate questions about text before, during, and after reading to deepen understanding and gain information;	123, 562, 634, 646	19-29, 109, 335
C	make and correct or confirm predictions using text features, characteristics of genre, and structures;	84, 127, 203, 215, 311, 314, 396, 570, 613	75-76, 78, 111-112, 114, 160, 162, 165-166, 168, 211, 213, 217, 219, 271-272, 274, 371-372, 374, 383, 385
D	create mental images to deepen understanding;	111, 127, 165, 193, 265, 375	55, 100, 102, 112, 125, 127, 151, 153, 156, 158, 188-189, 262, 264
E	make connections to personal experiences, ideas in other texts, and society;	2, 29, 43, 81, 89, 96, 123, 179, 193, 203, 263, 298, 491, 561, 633, 733	42, 48, 70, 75-76, 106, 146, 155, 160, 176, 319, 325, 348-349, 393, 462-463

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F	make inferences and use evidence to support understanding;	43, 215, 255, 319, 395, 421, 499, 613	48-49, 64-65, 165-166, 171, 217, 219-220, 271-272, 282, 330-331, 383, 393, 403, 420, 459, 462
G	evaluate details read to determine key ideas;	179, 196, 272, 285, 322, 329, 337, 338-341, 421, 429, 430-433, 457, 562, 715, 737	20, 89, 141, 195, 222-223, 225, 301-302, 304, 312, 316, 364
H	synthesize information from two texts to create new understanding; and	196, 203, 215, 553, 654-657, 695, 734-737	164, 299
I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	2, 14, 30, etc. (see Build Background section before selections)	13, 18-29, 30-31, 55, 94-95, 116, 140-141, 155, 188, 194-195, 246-247, 271, 281, 306, 312, 405, 414, 420
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;	30, 81, 123, 286, 337, 374, 405, 429-433, 491, 633	32, 58, 70, 73, 96, 106, 109, 142, 196, 206, 230, 233, 248, 262, 277, 301-302, 308, 368, 422, 465
B	write responses that demonstrate understanding of texts, including comparing texts within and across genres;	81, 123, 153, 215, 337, 381, 395, 429, 491, 553, 627, 633, 653, 695	70, 72, 105-106, 108, 121, 123, 165-166, 168, 230, 232, 267, 271-272, 274-275, 287-288, 291, 325, 327-328, 342-343, 347, 389, 393, 403, 406, 444
C	use text evidence and original commentary to support a comprehensive response;	13, 29, 43, 285, 311, 319, 329, 338-341, 375, 395, 421, 457, 473, 491, 499, 553, 565, 591, 603, 613, 633, 645, 653, 654-657, 669, 681, 695, 715, 727, 733, 734-737	40, 45, 51-52, 202, 213, 220, 225, 241-242, 264, 274, 285, 315, 321, 327, 333, 346, 361-362, 374-375, 380-381, 385-386, 396, 400-401, 405-406, 414-416, 428, 443, 454-455, 459, 465, 474-476
D	paraphrase and summarize texts in ways that maintain meaning and logical order;	43, 153, 215, 337, 341, 429, 457, 507, 562-565	42, 51, 64-65, 106, 108, 156, 165, 166, 168, 313, 316, 361, 375, 377
E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	71, 264, 337, 338, 430, 563, 715, 734, 736	16-29, 43, 49, 65, 76, 88, 146, 151, 188, 230, 233, 241, 262, 282, 288, 325, 361, 414, 437, 441, 452, 455, 474
F	respond using acquired content and academic vocabulary as appropriate;	81, 123, 337, 405, 429, 432, 491, 633	70, 106, 108, 229, 232, 277, 288, 290, 301-302, 325, 327, 393
G	discuss and write about the explicit or implicit meanings of text;	111, 127, 193, 263, 285, 337, 561, 562-565, 695, 715, 727	48, 54, 69, 100, 114, 124, 159, 179, 203, 205, 229, 232, 255, 266, 277, 287, 312, 361, 377, 436, 441, 444, 451, 457, 459
H	respond orally or in writing with appropriate register, vocabulary, tone, and voice;	81, 93, 123, 169, 267, 341, 405, 433, 565, 657, 737	70, 88-90, 106, 135-136, 188-190, 241-242, 271, 277, 301-302, 361-362, 414-416, 474-476
I	reflect on and adjust responses when valid evidence warrants; and	153, 297, 329, 339, 613, 633	20, 225

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J	defend or challenge the authors' claims using relevant text evidence; and	153, 255, 297, 311, 329, 339	121, 123, 208
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;	29, 285, 311, 395, 645, 653, 681, 707	43, 45, 105-106, 200, 202-203, 211, 213, 238, 285, 360, 398, 401, 406, 434, 446, 452, 454
B	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	13, 43, 61, 130, 143, 319, 375, 491, 553, 565, 591, 633, 645, 654, 681, 715	37, 115-116, 118, 200, 202, 211, 213, 220, 238, 261, 264, 279, 284, 312, 330-331, 341, 343, 345-346, 360, 372, 375, 377, 394, 396, 398, 400, 406, 412, 431-432, 434, 451, 472,
C	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	319, 591, 654, 669	217, 219, 341, 371-372, 374, 413
D	analyze how the setting influences the theme.	29, 111, 285, 645, 654	43, 45, 48, 84, 100, 103, 105-106, 171, 200, 202-203, 216, 383, 398, 401
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;	30, 62, 72, 172, 186, 204, 216, 320, 376, 436, 492, 696 (above are British & world lit, all other selections are American texts)	48, 64, 69, 145, 155, 170, 222, 266, 312, 330, 445
B	analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;	127, 193, 264-267, 337, 473, 627, 695	111, 155, 188-190, 228, 318-319, 322, 440-441
C	analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	179, 491, 592, 603, 707	145-146, 148, 325, 360, 378 327, 446, 448
D	analyze characteristics and structural elements of informational texts such as:		
i	clear thesis, relevant supporting evidence, pertinent examples;	153, 203, 215, 288, 297, 329	120-121, 123, 159-160, 162, 164-166, 168, 205-206, 208, 222-223, 225
ii	multiple organizational patterns within a text to develop the thesis;	337, 341, 431, 656-657	229, 241, 301-302, 414-416
E	analyze characteristics and structural elements of argumentative texts such as:		
i	clear arguable claim, appeals, and convincing conclusion;	297, 311, 429, 613, 653, 654-657	205-206, 211, 214, 287-288, 290-291, 383, 386, 403, 406, 414-416
ii	various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	297, 311, 653, 654-657	205-206, 211, 214, 403, 406, 414-416
iii	identifiable audience or reader; and	153, 382	120-121, 123, 162, 166, 186, 348
F	analyze characteristics of multimodal and digital texts	16-28, 196-199, 206-210, 300-310, 494-498	42, 159-160, 164-165, 210-211, 330-331

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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 the author's purpose, audience, and message within a text;	81, 153, 179, 203, 215, 285, 311, 382, 395, 429, 561, 603, 645, 653, 681, 695, 715	43, 45, 70, 72, 99, 105-106, 120-121, 123, 148, 162, 166-165, 168, 186, 200, 202-203, 211, 213, 230, 266-267, 271-272, 274, 285, 348-349, 351, 393-394, 398, 401, 406, 426, 431, 434, 436, 441, 443-444, 445-446, 452, 454
B	analyze use of text structure to achieve the author's purpose;	89, 127, 203, 215, 297, 311, 319, 329, 337, 382, 395, 433, 561, 565, 603, 657, 669, 689	75-76, 78-79, 111-112, 114, 159-160, 162, 164-165, 166, 168, 206, 208, 211, 213, 217, 219, 223, 225, 229, 332, 241, 271-272, 301, 348-349, 351, 378, 381, 414-415, 425-426, 428, 436-437, 439
C	evaluate the author's use of print and graphic features to achieve specific purposes;	127, 215, 329, 337	111, 114, 164-166, 168, 22-223, 228-230, 232
D	analyze how the author's use of language achieves specific purposes;	71, 89, 123, 127, 165, 169, 193, 203, 263, 267, 311, 341, 351, 381, 433, 565, 657, 737	55, 67, 69-70, 78, 105-106, 108, 111, 116, 125, 151, 156, 158, 160, 174, 177, 206, 211, 213, 230, 233, 241, 254, 269, 274, 315, 351, 389, 462
E	analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	179, 491, 592, 603, 707	145-146, 148, 325, 327, 371-372, 374, 377-378, 381, 446, 448
F	analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	71, 89, 123, 127, 165, 169, 193, 203, 263, 267, 311, 341, 351, 381, 433, 565, 657, 737	55, 67, 69-70, 78, 105-106, 108, 111, 116, 125, 151, 156, 158, 160, 174, 177, 206, 211, 213, 230, 233, 241, 254, 269, 274, 315, 351, 389, 462
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.	153, 433	121, 123, 132-133, 301-302
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;	90, 166, 264, 338, 430, 562, 654, 734	88-90, 135-136, 188-190, 241-242, 301-302, 361-362, 414-416, 474-476
B	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:		
i	using an organizing structure appropriate to purpose, audience, topic, and context; and	91-92, 167, 265, 339, 431-432, 564, 655-656, 735-736	88-90, 135-136, 188-190, 241-242, 301-302, 361-362, 414-416, 474-476
ii	developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	91-92, 167, 265, 339, 431-432, 564, 655-656, 735-736	88-90, 135-136, 188-190, 241-242, 301-302, 361-362, 414-416, 474-476

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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;	92, 168, 266, 340, 432, 564, 656, 736	88-90, 135-136, 188-190, 241-242, 301-302, 361-362, 414-416, 474-476
D	edit drafts using standard English conventions, including:		
i	a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	93, 169, 267, 341, 433, 565, 657, 737	90, 91, 135, 137, 190, 191, 243, 301-302, 303, 362, 416, 417, 476, 477, 480, 481
ii	consistent, appropriate use of verb tense and active and passive voice;	93, 169, 267, 341, 433, 565, 657, 737	316, 361-362
iii	pronoun-antecedent agreement;	93, 169, 267, 341, 433, 565, 657, 737	303
iv	correct capitalization;	93, 169, 267, 341, 433, 565, 657, 737	190, 302, 303, 416, 476, 480
v	punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	93, 169, 267, 341, 433, 565, 657, 737	90, 135, 190, 243, 301, 304, 362, 416, 476, 480, 481
vi	correct spelling; and	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 241, 302, 362, 416, 476, 480, 481
E	publish written work for appropriate audience	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 241, 302, 362, 416, 476, 480, 481
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;	43, 127, 166-169, 193, 264-267, 627	49, 52, 88-90, 112, 135-136, 156, 188-190, 389
B	compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	203, 337, 430-433, 553, 633, 669, 733, 734-737	160, 165, 287-288, 291, 301-302, 426, 429
C	compose argumentative texts using genre characteristics and craft; and	297, 311, 338-341, 381, 613, 653, 654-657	206, 211, 214, 383, 386, 403, 406, 414-416
D	compose correspondence in a professional or friendly structure.	123	106, 109
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;	203, 285, 375, 430-431, 689, 734-735	160, 165, 200, 203, 206, 211, 301-302, 437, 474-476
B	critique the research process at each step to implement changes as needs occur and are identified;	431 654, 655, 733, 734-737	88, 262, 301, 414, 463, 466
C	develop and revise a plan;	92, 167-168, 265-266, 339-340, 431-432, 564, 655-656, 736	88, 135, 241, 301, 361, 414, 474
D	modify the major research question as necessary to refocus the research plan;	203, 285, 375, 430-431, 689, 734-735	160, 165, 200, 203, 206, 211, 301-302, 437, 474-476
E	locate relevant sources;	203, 215, 285, 375, 430-431, 734	160, 165, 200, 262, 301, 474
F	synthesize information from a variety of sources;	203, 215, 285, 375, 395, 430, 734	18-27, 87, 134, 160, 162, 165, 168, 187, 200, 240, 262, 271, 275, 300, 301, 360, 413, 473, 474

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G	examine sources for:		
i	credibility and bias, including omission; and	153, 203, 215, 297, 311, 430-434	121, 123, 160, 162, 165, 206, 208, 211, 301
ii	faulty reasoning such as ad hominem, loaded language, and slippery slope;	153	121
H	display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	285, 340, 395, 433, 561, 656	200, 203, 241-242, 271, 275, 284, 301-302, 352, 414-416
I	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	93, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 92-93, 135-136, 138-139, 188-190, 192-193, 241-242, 244-245, 301-302, 304-305, 361-362, 364-365, 414-416, 418-419, 474-476, 478-479, 480, 481