

Grade 9 Curriculum Map 2026-2027

***It is at each individual teacher’s discretion to differentiate the material and skills based on student proficiencies in any given class period**

	Unit 1	Unit 2	Unit 3	Unit 4
	LITERARY ANALYSIS/ UNDERSTANDING THE JOURNEY	ARGUMENT/ ANALYZING COMMUNITY & BELONGING	RESEARCH/ INVESTIGATING TECHNOLOGY & SOCIETY	NARRATIVE? EVALUATING SOCIETY & THE INDIVIDUAL
End of Unit Performance Task(s)	Required Summative Assessment *Must be completed as a Canvas assignment* - Students will write a two-three paragraph literary analysis using required text(s) and/or teacher-selected text(s) in which they explore the concept of life's journey. - Students will create a presentation using media appropriate to the task, and deliver the same before their peers.	Required Summative Assessment *Must be completed as a Canvas assignment* Students will use the required text to write an argument essay in which they consider whether it is acceptable for people to forsake the law when it conflicts with personal beliefs.	Required Summative Assessment *Must be completed as a Canvas assignment* Based on the themes/concepts in the anchor text as well as the teacher-selected texts, students will write an argumentative research paper.	Required Summative Assessment *Must be completed as a Canvas assignment* Students will write a narrative story, poem, or essay.
Essential Questions/ Essential Understandings	EQ1. How do our personal experiences shape our view of others? EU1. It is important for people and cultures to construct stories about their experiences. EQ2. How does being in a group affect how we behave? EU2. In the face of adversity, some individuals prevail while others fail.	EQ1. What does it mean to belong? EU1. A person’s sense of belonging impacts their contributions and involvement in society. EQ2. How can the success of an individual impact the success of the greater community? EU2. During times of extreme hardship, people/ communities find the ability to bond and develop a sense of empathy/sympathy.	EQ1: What are the implications of choosing ignorance and conformity as a means to avoid conflict? EU1: Technology and branding have already taken over our everyday lives and will continue to do so unless we make changes and regain our sense of self. EQ 2: How does technology both help and hinder human connection and independent thought? EU 2: Technology facilitates global connection and information access while simultaneously fostering social isolation, shallow interactions, and reduced critical thinking through algorithmic reliance	EQ1: How do authors use characters facing doubt and uncertainty to reveal larger truths about the human experience? EU1: Literature often explores themes of doubt and uncertainty with the goal of self-reflection. EQ2. In what ways does sharing a character's emotional journey change our own perspective of the world? EU2: Understanding emotions fosters empathy, allowing us to relate to others' experiences and perspectives.
Required and Supplemental Texts	Required Texts Epic Poem/Poetry - selections from <i>The Odyssey</i> by Homer (1130L) Short Story - “Everyday Use” by Alice Walker (730L) [from CommonLit.org] Supplemental Materials	Required Texts Graphic Novel - <i>March: Book One</i> (760 L) by John Lewis and Andrew Aydin Short Story - “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri (1170L) [from <i>Collections</i>] Supplemental Materials	Required Texts Novel - <i>Fahrenheit 451</i> by Ray Bradbury (890L) Non-Fiction - “Surviving” by Marie Lu (from Common Lit) Supplemental Materials Short Stories	Required Texts Shakespearean Tragedies - <i>A Midsummer Night’s Dream</i> by William Shakespeare -OR- - <i>Twelfth Night</i> by William Shakespeare Non-Fiction “How You See Yourself” by Set to Go (from Common Lit)

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	Novel -A Boy and His Dog at the End of the World by C. A. Fletcher (1200L) Short Stories - “Cheboygan Day” by Brittany Allen (860L) [from <i>CommonLit.org</i>] - “All Summer in a Day” by Ray Bradbury (710L) - “The Man in the Well” by Ira Sher (870L) Essays - “The Real Reasons We Explore Space” by Michael Griffin (1170L) [from <i>Collections</i>] - from <i>The Cruellest Journey: 600 Miles to Timbuktu</i> by Kira Salak (1030L) [from <i>Collections</i>] - “Conformity” by Charlotte Harrison (1190L) [from <i>CommonLit.org</i>] Poetry - “Siren Song” by Margaret Atwood - "Penelope" by Carol Ann Duffy - “The Journey” by Mary Oliver [from <i>Collections</i>]	Essay - excerpts from <i>Notes of a Native Son</i> by James Baldwin (700L) Novel - <i>To Kill a Mockingbird</i> by Harper Lee (790L) - <i>A Tale of Two Cities</i> by Charles Dickens (1130L) Short Stories - excerpt from “Cairo: My City, Our Revolution” by Ahdaf Soueif [from <i>Collections</i>] - “And of Clay Are We Created” by Isabel Allende (1220L) [from <i>Collections</i>] - “The Grasshopper and the Bell Cricket” by Yasunari Kawabata (1060L) [from <i>Collections</i>] Poetry - “Sympathy” by Paul Laurence Dunbar - “Caged Bird” by Maya Angelou - “The Vietnam Wall” by Alberto Rios [from <i>Collections</i>] - “The Stayer” by Virgil Suárez [from <i>Collections</i>] - “My Ceremony for Taking” by Lara Mann [from <i>Collections</i>] Speeches - “The Other America” by Dr. Martin Luther King, Jr. - “The Fight for Civil Rights and Freedom” by John Lewis and Bryan Stevenson [TED Talk] - “Want a More Just World? Be An Unlikely Ally” by Nita Mosby Tyler [TED Talk] Historical Writing - from <i>Nobody Turn Me Around: A People’s History of the 1963 March on Washington</i> by Charles Euchner (1030L) Regents/Honors [from <i>Collections</i>] Film/Videos - <i>To Kill a Mockingbird</i> (1963) - PBS American Experience <i>Scottsboro: An American Tragedy</i> - <i>Selma</i> (2014) - <i>Prom Night in Mississippi</i> (2009)	- “The Pedestrian” by Ray Bradbury (1100L) - “The Veldt” by Ray Bradbury - “Speech Sounds” by Octavia Butler - “Sultana’s Dream” by Rokeya Sakhawat Hossain - “The Cartographer Wasps and the Anarchist Bees” by E. Lily Yu Essays - “Is Survival Selfish?” by Lane Wallace (1140L) [from <i>Collections</i>] - “Battle of the Brands: The Role and Importance of Branding in the Modern World” by Thomas Pool [from <i>CommonLit.org</i>] - “Apple and Branding — What Can We Learn?” by Yoav Vilne [from <i>CommonLit.org</i>] - “The Power of the Nike Brand” by Graeme Newell [from <i>CommonLit.org</i>] - “Case Study: Just Do It? Nike, Social Justice, and the Ethics of Branding” by Holland J. Smith and Scott R. Stroud [from <i>CommonLit.org</i>] - "For Man's Flavor Come to Marlboro Country." by Josselyn Arrieta-Meraz [from <i>CommonLit.org</i>] - “Marlboro Man at 50 — Icon or Illusion?” by Jim Carrier [from <i>CommonLit.org</i>] Poetry - “Dover Beach” by Matthew Arnold Speeches “Truth at All Costs” by Marie Colvin (1080L) [from <i>Collections</i>] Film - <i>Wall-E</i> (2008)	<u>Supplemental Materials</u> Short Stories (Magical Realism) - “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez [from <i>CommonLit.org</i>] - “San Martín in the Mist” by Laura Resau [from <i>CommonLit.org</i>] - “Huevos Estrellados” by Vanessa Bernice De La Cruz [from <i>CommonLit.org</i>] - “The Nose” by Nikolai Gogol [from <i>CommonLit.org</i>] - “Showdown” by Shirley Jackson [from <i>CommonLit.org</i>] Poetry - “At Dusk” by Natasha Trethewey [from <i>Collections</i>] Films - <i>A Midsummer Night’s Dream</i> (1999 Film) - <i>Twelfth Night</i>
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Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	Social Studies: Cultural identity Geography: Charting Maps Art: Various Paintings based on <i>The Odyssey</i> Ethics/Philosophy: Double Standards; Loyalty; Hospitality; Fate vs. Free Will; Maturity & Growth; Revenge	Social Studies: Civil Rights Across the World Art: Various Jim Crow era images via the Jim Crow Memorabilia Museum Ethics/Philosophy: Racism statistics, moral codes, stereotypes, etc.	Social Studies: New World Order; Digital Addiction; Superficial Relationships; Dystopia; Nazi/Communist Book Burnings Science: Science Fiction vs. Reality (technology) Ethics/Philosophy: Censorship, Knowledge vs. Ignorance, Fear as Control, Perspective vs. Truth	Social Studies: 1950s American Society; 1971 Pakistan Civil War Geography: Creation of Bangladesh Ethics/Philosophy: Empathy; Sympathy; Sense of Community; Globalization
Reading Standards Across Units	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) NGLS 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) NGLS 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) NGLS 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI) NGLS 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) NGLS 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) NGLS 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) NGLS 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI) NGLS 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) NGLS 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) NGLS 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) NGLS 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI) NGLS 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)	NGLS 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) NGLS 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) NGLS 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) NGLS 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI) NGLS 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

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Reading Standards Central to Unit	NGLS 9-10R7: Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL) NGLS 9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.(RI&RL)	NGLS 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) NGLS 9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL) NGLS 9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	NGLS 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) NGLS 9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL) NGLS 9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	NGLS 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) NGLS 9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)
Writing Standards Across Units	NGLS 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NGLS 9-10W2: 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. NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	NGLS 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NGLS 9-10W2: 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. NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	NGLS 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NGLS 9-10W2: 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. NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	NGLS 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NGLS 9-10W2: 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. NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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Writing Standards Central to Unit	NGLS 9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate. NGLS 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.</i> NGLS 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. NGLS 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. NGLS 9-10W1f: Maintain a style and tone appropriate to the writing task.	NGLS 9-10.W2 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. NGLS 9-10.W6 Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation. NGLS 9-10.W7 Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.	NGLS 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. NGLS 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns. NGLS 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic NGLS 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.	NGLS 9-10 W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NGLS 9-10 W3.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. NGLS 9-10 W3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. NGLS 9-10 W3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. NGLS 9-10 W3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Speaking/ Listening Standards Across Units	NGLS 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. NGLS 9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas. NGLS 9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. NGLS 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.			

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Speaking/ Listening Standards Central to Unit	NGLS 9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence. NGLS 9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	NGLS 9-10.SL4 Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.	NGLS 9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	NGLS 9-10 SP6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards Across Units	NGLS 9-10L3: 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. NGLS9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.			
Language Standards Central to Unit	NGLS 9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. NGLS 9-10L4a: 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. NGLS 9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). NGLS 9-10L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). NLGS 9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	NGLS.9-10.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. NGLS.9-10.L6. Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	NGLS 9-10L4a: 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. NGLS 9-10L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). NGLS 9-10L6: 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.	NGLS 9-10 L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. NGLS 9-10 L6. Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grammar Standards Central to Unit	Grammar Texts - <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) - <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing Master: Parts of Speech/Parts of a Sentence Reinforce: Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses	Grammar Texts - <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) - <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing Master: Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases Reinforce: Types of Nouns, Possessive Nouns and Pronouns	Grammar Texts - <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) - <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing Master: Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses Reinforce: Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases	Grammar Texts - <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) - <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing Master: Types of Nouns, Possessive Nouns and Pronouns Reinforce: Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference
Vocabulary Focus	Sadlier Vocabulary Workshop, Level D Units 1-4 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 5-8 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 9-12 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 13-15 Vocabulary embedded in anchor texts