

Pearson Literature © 2015 correlated to the EQIP Quality Review Rubric for Lessons & Units: ELA (Grade 9)

KEY In the citations to the Literature program provided in this rubric,
"SE" refers to the Literature Student Edition, and
"TE" refers to the Literature Teacher's Edition.

I. Alignment to the Depth of the CCSS	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<ul style="list-style-type: none">• Targets a set of grade-level CCSS ELA/Literacy standards.	<p>The 2015 edition of Pearson <i>Literature</i> is designed to fully support the Common Core State Standards (CCSS). Each unit targets a specific set of CCSS ELA standards, offering full, in-depth coverage. A complete correlation of the Student Edition to the standards appears in the Teacher's Edition front matter.</p> <p><i>(See Grade 9 Literature TE, pp. CC 71–CC 77.)</i></p> <p>In each unit, coverage of the standards is structured as follows:</p> <ul style="list-style-type: none">• CCSS ELA standards are addressed with selections across the book. The lesson for each Part 2 selection, for example, targets a small set of CCSS ELA standards for focused, in-depth coverage, including standards in the Reading, Writing, Speaking and Listening, and Language strands. Standards covered in the lesson are clearly identified on the first Time and Resource Manager page of the Teacher's Edition and on the first Building Knowledge and last Close Reading Activities page of the Student Edition. <p><i>(See, e.g., Grade 9 Literature, TE p. 22a; SE, pp. 22, 49.)</i></p> <p><i>(continued on next page)</i></p>

<p>(continued)</p> <ul style="list-style-type: none"> • Targets a set of grade-level CCSS ELA/Literacy standards. 	<ul style="list-style-type: none"> • In addition to the lessons accompanying selections, each unit features three workshops to ensure complete, in-depth coverage of standards: a Writing Process workshop built around one of the three key CCSS modes of writing; a Speaking and Listening workshop supporting the CCSS Speaking and Listening strand; a Language Study workshop supporting the CCSS Language strand. <i>(See, e.g., Grade 9 Literature SE/TE, Language Study, 108–109; Speaking and Listening, 110–111; Writing Process, 112–119.)</i> • The online Benchmark Test for each unit provides comprehensive assessment of targeted skills and standards and is correlated to the CCSS to enable tracking to mastery. The Part 2 Assessment: Skills workshop also serves as a culminating unit assessment for targeted unit skills and standards, with questions and performance tasks correlated to the standards assessed. <i>(See, e.g., www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Grade- and Unit-level Assessments: Benchmark Test 1: Interpretation Guide; Grade 9 Literature SE/TE, pp. 120–125.)</i> • Additional instruction in and practice for each grade-level standard is provided in an ancillary, the Common Core Companion Workbook. <i>(See www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Common Core Companion Workbook.)</i>
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<ul style="list-style-type: none"> • Includes a clear and explicit purpose for instruction. 	<p>Each feature in a unit has a clear instructional purpose, explicitly identified for the student and the teacher. Each is also tied to the overarching purpose of the program: to support students in confidently and skillfully engaging texts of increasing complexity, in building knowledge, and in expressing ideas with increasing sophistication. Here are examples of core purposes for instruction in a unit:</p> <ul style="list-style-type: none"> • The skills instruction on the Building Knowledge pages preceding each Part 2 selection is clearly designed to support the student's reading of the text that follows. Specifically, the instruction will aid students in acquiring skills and concepts needed to comprehend key ideas and details in the text, appreciate craft and structure, and integrate ideas and knowledge. The instruction also guides students in acquiring or analyzing vocabulary in the text. Point-of-use side-column prompts and postreading questions require students to apply and practice the skills. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 22–23, 38 (side column), 47; 50–51, 53 (side column), 59; 62–63, 72 (side column), 77; 80–81, 84 (side column), 91.)</i> • Postreading instruction on the Close Reading Activities pages for Part 2 selections supports, applies, or extends students' understanding of the text they have just read, using diverse activities. At the same time, the postreading features offer practice with and instruction in writing, speaking and listening, research and technology, vocabulary skills, and conventions skills—all in close connection with the reading. Instruction is clearly framed with reference to purpose—to the role concepts or skills play in successful vocabulary acquisition, in writing, in speaking and listening, or in research and the use of technology. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 46, 48–49; 58, 60–61; 76, 78–79; 90, 92–93.)</i> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none"> Includes a clear and explicit purpose for instruction. 	<ul style="list-style-type: none"> The Part 3 Text Set in each unit sets students the goal of close reading texts to build knowledge about and understand different perspectives on the topic or theme of the Text Set. This purpose is laid out in the Student Edition and in the Teacher's Edition at the top of the part. It comes to fruition in the culminating Assessment: Synthesis workshop, in which students synthesize their Text Set readings and research. <i>(See, e.g., Grade 9 Literature SE/TE, p. 127 (Conformity) and Assessment: Synthesis, pp. 180–183, along with TE, pp. 126–127.)</i> At the unit level, the Introducing the Big Question workshop establishes the purpose for work in the unit by introducing a guiding Big Question, along with academic vocabulary suitable for discussing and writing about the Big Question and the literature in the unit. Students revisit the Big Question at the end of the Part 1 Independent Practice, at the conclusion of each Part 2 selection, and in the Assessment: Skills workshop at the end of Part 2. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 2–3; Is conflict necessary? 15, 47, 59, 77, 91, 125.)</i>
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<ul style="list-style-type: none"> • Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). 	<p>The <i>Literature</i> Student Edition contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, and so on required to lead students to success in reading texts of increasing complexity.</p> <ul style="list-style-type: none"> • Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A. • For example, for Lorraine Hansberry's "On Summer," the Text Complexity Rubric on Teacher's Edition page 206 gives the selection Lexile (quantitative measure), indicates that the language of the selection is of average difficulty but that the knowledge demands and concept level are more sophisticated (qualitative factors), and then defines two leveled tasks—one for students who will have difficulty with one qualitative dimension of the text's complexity, the other for students who will not (reader-task considerations). <i>(For additional examples of Text Complexity Rubrics, see, e.g., Grade 9 Literature TE, Unit 2, pp. 216, 230, 240, 254–255, 258–259, 284–285, 294–295, 298–299, 308–309.)</i> <p>The following chart for grade 9 shows the quantitative measure of text complexity for the main selections in each unit. (Because of the variety of factors affecting text complexity, including qualitative factors, the Lexile level for a selection is not the only factor considered in choosing to include the selection in the textbook. As a result, some Lexiles may be higher or lower than the grade-level recommendations.)</p>
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Grade 9 Selections

Unit 1	
The Most Dangerous Game	740L
The Gift of the Magi	890L
Rules of the Game	1000L
The Cask of Amontillado	800L
Checkouts	1350L
The Girl Who Can	870L
The Scarlet Ibis	1070L
Much Madness is divinest Sense—	NP [not prose; poem]
My English	1070L
The Case for Fitting In	1180L
from The Geeks Shall Inherit the Earth	1390L
from Blue Nines and Red Words from Born on a Blue Day	1200L
from The New Yorker	N/A [cartoon]
Unit 2	
On Summer	1180L
The News	1170L
Libraries Face Sad Chapter	1070L
"I Have a Dream"	1140L
from Silent Spring	1080L
"If I Forget Thee, Oh Earth..."	1220L
First Inaugural Address	1190L
from Nothing to Fear	1230L
from Americans in the Great Depression	1280L
Women on the Breadlines	940L
Bread Line, New York City, 1932	N/A [photograph]

Unit 3	
Barter	NP [not prose; poem]
Uncoiling	NP [not prose; poem]
A Voice	NP [not prose; poem]
Dream Deferred	NP [not prose; poem]
Dreams	NP [not prose; poem]
Sonnet on Love XIII	NP [not prose; poem]
Meciendo/Rocking	NP [not prose; poem]
"Hope" is the thing with feathers—	NP [not prose; poem]
The Bells	NP [not prose; poem]
Analysis of Baseball	NP [not prose; poem]
Slam, Dunk, & Hook	NP [not prose; poem]
Jabberwocky	NP [not prose; poem]
Fifteen	NP [not prose; poem]
Casey at the Bat	NP [not prose; poem]
Twister Hits Houston	NP [not prose; poem]
The Raven	NP [not prose; poem]
The Road Not Taken	NP [not prose; poem]
Macavity: The Mystery Cat	NP [not prose; poem]
The Seven Ages of Man	NP [not prose; poem]
We never know how high we are	NP [not prose; poem]
I Hear America Singing	NP [not prose; poem]
Three Haiku	NP [not prose; poem]
Women	NP [not prose; poem]
Sonnet 30	NP [not prose; poem]
The Assassination of John F. Kennedy	NP [not prose; poem]
Instead of an Elegy	NP [not prose; poem]
from A White House Diary	820L
American History	1000L
Address Before a Joint Session of the Congress	1230L
Images of a Tragedy	N/A [image]

Unit 4	
from The Glass Menagerie	NP [not prose; drama]
The Inspector-General	NP [not prose; drama]
The Tragedy of Romeo and Juliet, Act I	NP [not prose; drama]
The Tragedy of Romeo and Juliet, Act II	NP [not prose; drama]
The Tragedy of Romeo and Juliet, Act III	NP [not prose; drama]
The Tragedy of Romeo and Juliet, Act IV	NP [not prose; drama]
The Tragedy of Romeo and Juliet, Act V	NP [not prose; drama]
Pyramus and Thisbe	870L
from A Midsummer Night's Dream	NP [not prose; drama]
from The Importance of Being Earnest	NP [not prose; drama]
The Necklace	910L
New Directions	1360L
from Fragile Self-Worth	1530L
My Possessions Myself	1250L
from The New Yorker	N/A [cartoon]
Unit 5	
Sally Ann Thunder Ann Whirlwind Crockett	610L
Pecos Bill: The Cyclone	790L
from the Odyssey, Part 1	NP [not prose; epic]
from the Odyssey, Part 2	NP [not prose; epic]
An Ancient Gesture	NP [not prose; poem]
Siren Song	NP [not prose; poem]
Prologue and Epilogue from The Odyssey	NP [not prose; poem]
Ithaca	NP [not prose; poem]
from the Ramayana	950L
Perseus	1060L
The Washwoman	870L
from The Hero's Adventure	1200L
from My Hero	980L
Of Altruism, Heroism, and Nature's Gifts in the Face of Terror	1340L
American Blood Donation	N/A [image]

<p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> • Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. 	<p>In each unit, the lesson for each selection is fully integrated, with text-dependent activities that lead students to engage with and extend the text in a variety of ways.</p> <p>Part 1</p> <ul style="list-style-type: none"> • The postreading page for the Independent Reading selection in Part 1 concludes with a Discuss activity, a Research activity, and a Write activity, along with questions for comprehension, interpretation, and close reading of the text. <i>(See, e.g., Grade 9 Literature SE/TE, p. 15.)</i> <p>Part 2</p> <ul style="list-style-type: none"> • The prereading Building Knowledge pages for each main Part 2 selection include skills instruction in reading and literary analysis concepts to support close reading of the text. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 22–23.)</i> • The postreading pages for each main Part 2 selection include instruction in a Word Study (word analysis) skill, instruction in a Conventions skill, a Speaking and Listening or a Research and Technology activity, and a Writing to Sources activity, along with questions for comprehension, for application of reading and literary analysis skills, and for close reading of the text. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 46–49.)</i> • Part 2 of each unit concludes with a set of Performance Tasks, including Writing, Speaking and Listening, and Research tasks, related to unit selections. These activities are designed to foster students' analytical abilities as well as their ability to synthesize across texts. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 124–125.)</i> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none">• Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.	<p>Part 3</p> <ul style="list-style-type: none">• Each longer selection in a Part 3 Text Set concludes with Language Study vocabulary questions, a From Text to Topic discussion activity, a Research activity, and a Writing to Sources activity, along with questions for comprehension, interpretation, and the application of literary analysis skills. Students give a close reading of a Focus Passage, guided by a series of scaffolded questions. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 154–155.)</i>• The Anchor Text in a Part 3 Text Set receives extended treatment. It adds a second Focus Passage for close reading. It extends Language Study to include work on Diction and Style and Conventions. In addition, the instruction of the Writing to Sources and Research activities is expanded to provide a deeper engagement with this key text. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 140–143.)</i>• Finally, in the Assessment: Synthesis workshop at the conclusion of each Part 3 Text Set, students discuss and write about the Text Set selections in relation to the common topic or theme, synthesizing ideas and information across texts. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 180–183.)</i>
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<ul style="list-style-type: none"> • (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p>Consistent with curricula for earlier grades, Grade 9 <i>Literature</i> ensures that students read to learn, building content knowledge as they interpret text. As noted above, Part 3 of each unit consists of a Text Set built around a central topic or theme.</p> <ul style="list-style-type: none"> • Each Text Set includes readings across disciplines. For example, the Unit 1 Text Set includes "The Case for Fitting In," a magazine article reporting research in psychology and the social sciences. Unit 2 includes an excerpt from a history book, <i>Americans in the Great Depression</i>. Unit 3 includes an address by President Johnson to Congress. Unit 5 includes an infographic on blood donation statistics in the U.S. • Students draw on the content knowledge they find in the disciplinary readings in a Text Set, as well as from related research, when they respond to the culminating Writing to Sources assignment in the Assessment: Synthesis workshop at the end of the Part. <i>(See, e.g., Grade 9 Literature SE/TE, Writing to Sources, pp. 182–183; 322–323, 474–475; 720–721; 908–909.)</i>
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II. Key Shifts in the CCSS	
<i>The lesson/unit addresses key shifts in the CCSS:</i>	
<ul style="list-style-type: none"> • Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. 	<p>Each unit is designed to equip students for independent close reading of complex texts, leading from modeled close readings and guided practice to independent work. Part 1 introduces and models a close reading of a text, then has students practice close reading independently with a second selection. Part 2 provides sustained instruction and guided practice in skills and concepts supporting closed reading. Finally, Part 3 gives students independent practice in close reading a Text Set. Here are more details on close reading in the program:</p> <p>Introductory Unit Strategies and concepts for close reading are modeled in the Introductory Unit of the Student Edition, using excerpts from authentic texts. <i>(See, e.g., Grade 9 Literature SE/TE, SE pp. liv–lxiii; TE pp. CC 90–CC 99.)</i></p> <p>Part 1 In the Close Reading Workshop for Part 1 of each unit, strategies and concepts that support close reading are modeled with an annotated excerpt from an authentic text. Students are then asked to apply what they have learned in close reading another, unannotated authentic selection, the Independent Practice selection. Students then answer questions and complete activities to demonstrate what they have learned through close reading. To aid in transference, the Part 1 Model and Independent Practice are in the same genre as the main selections in Part 2. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 330–337.)</i></p> <p><i>(continued on next page)</i></p>

<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. 	<p>Part 2</p> <p>In Part 2 of each unit, on the Building Knowledge pages for each selection, students are taught to apply reading skills and literary concepts that will enrich their ability to close read a text. These skills and concepts are modeled on the second Building Knowledge page for a main selection. Students then apply the skills and concepts to the selection in response to side-column prompts; finally, students answer postreading questions applying the skills and concepts and requiring in-depth analysis of the selection. Each question requires students to support their answers with evidence from the text. In each set of postreading questions, culminating Integration of Knowledge and Ideas questions (including the connection to the unit Big Question) prompt students to explore the deeper meaning of the selection.</p> <p><i>(See, e.g., Grade 9 Literature SE/TE, Building Knowledge, pp. 754–755; Historical and Cultural Context/Epic Hero, p. 760 (side column); Literary Analysis, p. 795.)</i></p> <p>Part 3</p> <ul style="list-style-type: none"> • Finally, in Part 3, students independently close read the selections in a Text Set. The postreading questions for the longer selections in each Text Set require students to close read one or two Focus Passages in the text. Students also demonstrate what they have learned through close reading in a culminating set of performance tasks. <p><i>(See, e.g., Grade 9 Literature SE/TE, Literary Analysis, p. 437; Assessment: Synthesis, pp. 472–475).</i></p> <ul style="list-style-type: none"> • For classes or groups requiring additional scaffolding, Close Reading notes in the Teacher's Edition help teachers guide students' close reading of Part 3 texts. <p><i>(See, e.g., Grade 9 Literature TE, Close Reading, p. 434.)</i></p>
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<ul style="list-style-type: none"> • Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). 	<ul style="list-style-type: none"> • Every main selection is followed up with postreading questions and a writing activity. All questions and the majority of writing activities are highly text dependent and explicitly elicit students to provide text evidence. • Questions for selections are sequenced; starting with questions on Key Ideas and Details, they move to questions on Craft and Structure and then to the more complex or sophisticated Integration of Knowledge and Ideas questions or discussion prompts. The Integration of Knowledge and Ideas questions, along with the question connected to the unit Big Question, prompt students to synthesize details in the text and to connect the text with larger questions, issues, or themes. • In Parts 2 and 3, writing assignments are supported with step-by-step guidance and well-defined criteria for success. <ul style="list-style-type: none"> <i>(For examples of postreading questions, see, e.g., Grade 9 Literature SE/TE, Literary Analysis, pp. 47, 59, 77, 91, 141, 145, 154, 160, 166, 176; Critical Analysis, p. 179.)</i> <i>(For examples of postreading writing activities, see, e.g., Grade 9 Literature SE/TE, Writing to Sources, pp. 49, 61, 79, 93, 142, 155, 161, 167, 177.)</i> • At the culmination of the Part 3 Text Set, students are required to complete a substantive Writing to Sources writing assignment focused on the thought-provoking theme or topic they have explored throughout the Text Set. The assignment requires students to draw extensively on text evidence and to synthesize the evidence into a significant conclusion about the theme or topic of the Text Set. <ul style="list-style-type: none"> <i>(See, e.g., Grade 9 Literature SE/TE, pp. 474–475.)</i> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). 	<ul style="list-style-type: none"> • All Part 1 selections are followed by a text-dependent Discuss activity. All Part 3 selections are followed by a text-dependent From Text to Topic discussion activity, the instruction for which specifically requires students to provide text evidence. <i>(See, e.g., Grade 9 Literature SE/TE, Discuss, pp. 15; From Text to Topic, p. 438.)</i> • Writing and discussion of visual media is required in every Part 3 Text Set. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 178–179, 318–319, 468–471, 716–717, 904–905.)</i>
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<ul style="list-style-type: none"> • Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). 	<p>Every main selection in the <i>Literature</i> student edition is accompanied by one or more writing assignments, the majority of which are text-dependent and require students to draw evidence from the text. Writing assignments take various forms; most fall within the three key CCSS modes (narrative, informative/explanatory, and argument). Students working in Part 2 or in Part 3 of a unit will complete an average of one Writing to Sources activity each week. Examples for each part of a unit are given below.</p> <p>Part 1 The postreading page for the Independent Reading selection in Part 1 of each unit includes a Research activity and a Write activity tied to the selection. (See, e.g., <i>Grade 9 Literature SE/TE</i>, p. 15.)</p> <p>Part 2</p> <ul style="list-style-type: none"> • The postreading pages for main Part 2 selections include a Writing to Sources activity, with concrete guidance in citing textual evidence and following a writing process, as well as specific criteria for success. (See, e.g., <i>Grade 9 Literature SE/TE</i>, pp. 49, 61, 79, 93.) • In addition, one or more of the Part 2 selections feature a Research and Technology activity requiring some form of writing. (See, e.g., <i>Grade 9 Literature SE/TE</i>, p. 79.) • Part 2 of each unit concludes with a set of Performance Tasks, including three Writing tasks and one Research task, related to unit selections. (See, e.g., <i>Grade 9 Literature SE/TE</i>, pp. 124–125.) <p>Part 3</p> <ul style="list-style-type: none"> • Students are asked to write an objective summary of each longer Part 3 Text Set selection. (See, e.g., <i>Grade 9 Literature SE/TE, Comprehension: Summarize</i>, pp. 140, 154, 160, 166, 176.) <p>(continued on next page)</p>
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- **Writing from Sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).

- Each longer selection in a Part 3 **Text Set** concludes with a **Writing to Sources** activity that requires students to engage the text in depth.
(See, e.g., Grade 9 Literature SE/TE, pp. 142, 155.)
- Each longer selection in a Part 3 **Text Set** is accompanied by a **Research: Investigate the Topic** assignment. Students will draw on the results of this research when they complete the argument or informative/explanatory assignment in the **Assessment: Synthesis** workshop.
(See, e.g., Grade 9 Literature SE/TE, pp. 143, 155.)
- The **Assessment: Synthesis** workshop at the conclusion of each Part 3 requires students write about the **Text Set** selections in relation to their common topic or theme. There are two writing tasks in each workshop: one narrative, the other either argument or informative/explanatory. For assignments in argument or informative/explanatory text, students are explicitly charged with finding and citing text evidence from the selections and receive explicit guidance in doing so. They will also draw on the research they have conducted throughout the part for the **Research: Investigate the Topic** assignments. These assignments support the CCSS requirement that students make "an increasing number of connections among ideas and between texts, considering a wider range of textual evidence. . . ."
(See, e.g., Grade 9 Literature SE/TE, Writing: Narrative, p. 181; Writing to Sources, pp. 182–183.)

In addition to the selection and text-based **Writing to Sources** activities, a unit-level **Writing Process** workshop provides additional instruction and guidance in writing narrative texts, informative/explanatory texts, or arguments.
(See, e.g., Grade 9 Literature SE/TE, pp. 268–275; 416–423; 844–851.)

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<p>(continued)</p> <ul style="list-style-type: none">• Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).	<p>All of the writing tasks in the <i>Literature</i> Student Edition align to the Common Core State Standards and are supported with teacher instruction and rubrics. (See, e.g., <i>Grade 9 Literature SE/TE</i>, pp. 275, 423, 721, 851; www.pearsonrealize.com: <i>Literature Grade 9: Teacher Resources: Workbooks and Resources: Writing Rubrics</i> and <i>Tools: Professional Development Center: Professional Development Resources: Professional Development Guidebook</i>, pp. 220–266.)</p>
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<ul style="list-style-type: none"> • Academic Vocabulary: Focuses on building students’ academic vocabulary in context throughout instruction. 	<p>Introductory Unit and Follow-Up</p> <ul style="list-style-type: none"> • In the Introductory Unit, students are introduced to academic vocabulary across and within various disciplines. <i>(See Grade 9 Literature SE/TE, SE pp. xlvii–li; TE pp. CC 82–CC 87.)</i> • Students are specifically reminded to practice this vocabulary in the Comparing Texts writing assignment in each unit. <i>(See, e.g., Grade 9 Literature SE, Use Academic Vocabulary, p. 107.)</i> <p>Part 2 Academic Vocabulary</p> <ul style="list-style-type: none"> • In every unit, the academic vocabulary suggested for use in speaking and writing about the unit Big Question is presented in the Vocabulary section of the Introducing the Big Question feature. <i>(See Grade 9 Literature SE/TE, pp. 3, 189, 329, 481, 727.)</i> • Students are explicitly reminded to practice the words in their responses to selection-level Big Question discussion and writing prompts. <i>(See, e.g., Grade 9 Literature SE, Is conflict necessary? pp. 47, 59, 77, 91.)</i> <p>Part 3 Academic Vocabulary</p> <p>For each Part 3 selection, three academic vocabulary words used in the instructional support are called out in blue. Students are instructed to use the words in discussion of and writing about the selections. <i>(See, e.g., Grade 9 Literature SE/TE, Academic Vocabulary, pp. 140, 145, 155, 161, 167, 177, 179.)</i></p>
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A unit or longer lesson should:

• **Increasing Text Complexity:** Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.

Each unit of the *Literature* Student Edition is built around texts of appropriate complexity (see Section I of this rubric, above). Students progress first through texts united by a common genre or form (Part 2), and then through cross-genre Text Sets linked by a common theme or topic (Part 3). The target is independent reading of complex texts: Each unit is structured to lead students from guided reading with scaffolded skills support to successful independent engagement with the texts, as follows.

Part 1

In Part 1 of each unit, students follow a model close reading of a text and then practice what they have learned independently with another text.
(See, e.g., Grade 9 Literature SE/TE, Unit 1, Reading Model, pp. 5–6; Discuss/Research/Write, pp. 7–8; Independent Practice, pp. 9–15.)

Part 2

In Part 2, their engagement with each text is guided through instruction in appropriate skills along with point-of-use side-column prompts and postreading questions and activities.
(See, e.g., Grade 9 Literature SE/TE, Close Reading Focus, p. 22; Close Reading Model, p. 23; Make Inferences (side column), p. 29; Conflict (side column), p. 32; Literary Analysis, p. 47).

Part 3

In Part 3 of each unit, students are expected to read the texts with minimal prereading support. Postreading activities engage the full spectrum of close reading competencies, from comprehension and vocabulary acquisition to extended, focused interpretation of key **Focus Passages** to extending reading through research.
(See, e.g., Grade 9 Literature SE/TE, pp. 290–293, including Comprehension and Language Study, p. 290; Literary Analysis, p. 291; From Text to Topic and Writing to Sources, p. 292; Research, p. 293.)

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<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. 	<p>Part 4 In Part 4 of each unit, students are invited to choose a longer work for independent reading. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 184–185.)</i></p> <p>Text Complexity Rubrics For every main selection in Part 2 or Part 3, Text Complexity Rubrics in the Teacher's Edition identify both quantitative and qualitative determinants of text complexity. In addition, the Rubrics identify two Reader-Task matches to guide teachers in scaffolding for text complexity, per CCSS Appendix A. In Part 4, the Text Complexity notes guide teachers in helping students with their choices for independent reading and in assigning tasks for reading. <i>(See, e.g., Grade 9 Literature TE, bottom channel, pp. 206, 284–285, 324–325.)</i></p> <p>See Section I of this EQiP rubric for the charts that give the quantitative text complexity levels for the selections.</p>
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<p>• Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p>	<p>As noted above, Part 3 of each unit is organized as a Text Set with a central theme or topic. Each Text Set is coherent, built around a significant Anchor Text with related readings presented in a logical sequence. Students build knowledge as they read the nonfiction included in each Text Set. They also complete Research: Investigate the Topic activities designed to lead them to acquire further related discipline-specific knowledge. In the culminating Assessment: Synthesis workshop for the Text Set, students are asked to synthesize the knowledge and ideas they have gained through their reading of the Text Set as well as through their additional research.</p> <p><i>(For Text Sets, see Grade 9 Literature SE/TE, pp. 126–183 ["Conformity"], pp. 282–323 ["The Great Depression"], pp. 430–475 ["The Kennedy Assassination"], pp. 672–721 ["Aspiration"], pp. 858– 909 ["Defining Heroism"].)</i></p> <p><i>(For Research: Investigate the Topic examples, see, e.g., Grade 9 Literature SE/TE, pp. 177, 317, 439, 715, 905.)</i></p> <p><i>(For Assessment: Synthesis Workshops, see Grade 9 Literature SE/TE, pp. 180–183, 320–323, 472–475, 718–721, 906– 909.)</i></p>
<p>• Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</p>	<p>Grade 9 <i>Literature</i> Student Edition meets the balance of informational and literary texts required by the CCSS and provides exemplars and selections that fall within the full range of reading within the grade level.</p> <p>The program includes a robust collection of both literary and informational texts, in addition to informational texts available in the Online Literature Library as well as in Reality Central (Grades 6–10). In the category of informational texts, Pearson <i>Literature</i> emphasizes literary nonfiction in the ELA classroom, per the guidelines in the CCSS, p. 5, which states that "Because the ELA classroom must focus on literature . . . as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes. . . ."</p> <p><i>(continued on next page)</i></p>

<p>(continued)</p> <ul style="list-style-type: none"> • Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). 	<p>(continued)</p> <ul style="list-style-type: none"> • In the first four units, the selections in Part 1 and 2 are organized by genre. Literary selections include short stories (Unit 1), poetry (Unit 3), and drama (Unit 4). Unit 2 focuses on literary nonfiction, and includes these works: "I Am an American Day" Address (speech), "On Summer" (reflective essay), "The News" (expository essay), "Libraries Face Sad Chapter" (persuasive essay), "I Have a Dream" (speech), and an excerpt from <i>Silent Spring</i>. • In all units, Part 3 includes works in a variety of forms, including literary nonfiction and other types of informational text. For example, Part 3 of Unit 1 features a short story, "The Scarlet Ibis," as the Anchor Text. The Text Set also includes informational texts: "My English" (personal essay), "The Case for Fitting In" (a magazine article on sociology), an excerpt from <i>The Geeks Shall Inherit the Earth</i> (a persuasive piece), and an excerpt from <i>Born on a Blue Day</i> (a memoir). • In all units, the texts recommended for Independent Reading include four informational texts and three literary texts. (See Grade 9 Literature SE/TE, pp. 184, 324, 476, 722, 910.)
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<ul style="list-style-type: none"> • Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p>Each unit includes on-demand, process, and research writing opportunities. Postreading writing activities appear with every main selection. Per the CCSS, writing assignments at this level reflect an increasing emphasis on argument (persuasive purpose) and informative/explanatory (explanatory purpose). Each unit also offers a number of postreading research activities.</p> <p>Writing opportunities include</p> <ul style="list-style-type: none"> • the Quick Write on-demand writing activities in the online Daily Bellringer Activities ancillary, as well as the related daily activities in the <i>Daily Bellringer</i> strands for Sentence Modeling, Revision, Research, and Sentence Combining. (See, e.g., <i>Grade 9 Literature TE, Daily Bellringer</i>, p. 23; <i>www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Daily Bellringer Activities</i>.) • Writing to Sources activities in the key CCSS modes, grounded in students' reading, and including clearly defined criteria for success, process suggestions, and (in Part 2) a Grammar Application. (See, e.g., <i>Grade 9 Literature SE/TE</i>, pp. 215, 292, 297, 307.) • Writing Process workshops, with detailed step-by-step guidance in completing the writing process, including revision, editing, and proofreading stages. Each Writing Process workshop has a Reading-Writing Connection to a mentor text found among the readings students have completed in the unit, features two Writer's Toolbox pages on conventions or style, and includes an annotated student model for student reference. (See, e.g., <i>Grade 9 Literature SE/TE</i>, pp. 268–275.) <p><i>(continued on next page)</i></p>
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- **Balance of Writing:** Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.

- **Research and Technology** activities, short, focused projects on topics related to Part 2 texts. The activities have well-defined, specific outcomes and clearly articulated criteria for success, and students can pursue them using online or digital sources.

(See, e.g., Grade 9 Literature SE/TE, pp. 229, 239.)

- **Research: Investigate the Topic** activities, short, focused projects on topics related to Part 3 texts. The activities have well-defined, specific outcomes and clearly articulated criteria for success, and students can pursue them using online or digital sources.

(See, e.g., Grade 9 Literature SE/TE, pp. 293, 297, 307, 317.)

The **Research: Investigate the Topic** assignments in Part 3 of a given unit are all designed to support the culminating Part 3 **Writing to Sources** activity, in which students write a response in which they synthesize the information and ideas they have explored in their Part 3 reading, research, and writing assignments. This culminating Writing to Sources assignment includes step-by-step guidance in the writing process.

(See, e.g., Grade 9 Literature SE/TE, pp. 322–323, including "Incorporate Research" note on p. 322.)

III. Instructional Supports	
<i>The lesson/unit is responsive to varied student learning needs:</i>	
<ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing and speaking about texts. 	<p>The Pearson <i>Literature</i> Grade 9 program cultivates student interest and engagement in a variety of ways, including these:</p> <ul style="list-style-type: none"> • instruction eliciting connections to the unit Big Question from common experiences, shared texts, shared films or television series, and so on. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 2–3; 726–727.)</i> • inclusion of high-interest, engaging readings of an appropriate level of complexity, such as "The Most Dangerous Game," an excerpt from <i>The Geeks Shall Inherit the Earth</i> (on conformity and popularity in school), a cartoon from <i>The New Yorker</i>, "Before Hip-Hop Was Hip-Hop" (on contemporary youth culture), excerpts from the <i>Odyssey</i>, and "Perseus." Each of these selections, like the other main selections, is accompanied by a text-dependent writing activity that promotes student engagement, along with discussion or presentation activities related to the selection. • high-interest background features, including illustrated Literature in Context features. <i>(See, e.g., Grade 9 Literature SE/TE, Literature in Context, p. 43.)</i> • activities that call on students to probe the deeper meaning of texts and that invite students to connect texts to their own lives or to larger issues. <i>(See, e.g., Grade 9 Literature SE/TE, Writing: Narrative, pp. 181, 907; Writing to Sources: Argument, pp. 182–183; Writing to Sources: Explanatory Text, pp. 322–323.)</i> • attractive, engaging design. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 200–201, 256–257, 366–367, 528–529.)</i>

<ul style="list-style-type: none"> • Addresses instructional expectations and is easy to understand and use. 	<p>The <i>Literature</i> program has been used with documented, proven results in a number of editions, and the 2015 program continues to carry forward best practices combined with more rigor, instruction tailored to meet the CCSS in depth, and new Text Sets. Like its predecessors, the 2015 edition addresses instructional expectations such as teachers' knowledge of students, instructional focus, planning, professional development, and more.</p> <ul style="list-style-type: none"> • Pages CC 6–CC 29 of the Teacher's Edition provide a simple, easy-to-use introduction to the program, illustrating how it can help teachers motivate and empower diverse learners to progress towards the goals of the Common Core: <ul style="list-style-type: none"> - CC 6 and CC 7 explain how the program helps teachers implementing CCSS meet students where they are. - CC 8–CC 9 introduce the Student Edition Text Sets. - CC 14–CC 20 clearly explain the parts of each unit, their pedagogical function, and the kind of support provided. - CC 21 and CC 24–CC 25 introduce program support for differentiated instruction, including flexible pacing and planning options for different groups of learners. - CC 10–CC 13 offer an overview of digital support, while CC 26–CC 27 offer a quick visual guide to the support available in the Teacher's Edition. - CC 22–CC 23 and CC 28–CC 29 offer further detail on features in the Student Edition. • Each main selection or Text Set is preceded by a Time and Resource Manager, with pacing suggestions, a correlation of the lesson to the standards, and a guide to the differentiated resources available. <i>(See, e.g., Grade 9 Literature TE, pp. 22a–22b.)</i> <p><i>(continued on next page)</i></p>
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<p>(continued)</p> <ul style="list-style-type: none"> • Addresses instructional expectations and is easy to understand and use. 	<ul style="list-style-type: none"> • A full complement of teacher lesson support for selections and features appears in the Teacher's Edition, including step-by-step teaching suggestions with discussion questions, Think Aloud notes, Differentiated Instruction notes supporting Advanced, Gifted/Talented, Less Proficient, Special-Needs, and ELL students, Vocabulary Development notes, and Fluency notes. <i>(See supporting side-column and bottom channel notes on, e.g., Grade 9 Literature TE, pp. 22–49.)</i> • The Part 2 Assessment: Skills workshops assess students' mastery of skills and concepts taught in the Part and includes suggestions for reteaching based on students' performance. In the Constructed Response Performance Tasks section, teachers are directed to relevant support pages in the Common Core Companion in cases in which student performance indicates a need for additional instruction and practice. <i>(See supporting side-column and bottom channel notes on, e.g., Grade 9 Literature TE, pp. 120–125, including Constructed Response, pp. 124–125.)</i> • The Benchmark Test for each unit assesses students' progress toward mastery. The Interpretation Guides for the tests correlate items to skills and standards and direct teachers to remediation worksheets for each question, as needed. <i>(See www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Grade- and Unit-Level Assessments: Benchmark Test 1.)</i> • The online Professional Development Center provides teachers with Professional Development articles and videos on a variety of topics, including the program instructional model, the Common Core, online research, and RTI, as well as additional instructional resources. <i>(See www.pearsonrealize.com: Literature Grade 9: Tools: Professional Development Center.)</i>
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<ul style="list-style-type: none"> • Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. 	<ul style="list-style-type: none"> • The Teacher's Edition consistently supports a multidraft reading strategy, in which students of all levels can directly experience the complexity of the text. First readings are for basic meaning. During the second reading, students analyze key ideas and details and craft and structure. (In Part 2, students answer the point-of-use side-column prompts during the second reading.) After the third reading, students answer the postreading questions. <i>(See, e.g., Grade 9 Literature TE, Multidraft Reading, pp. 24, 52, 64, 82, 128, 146, 156, 162, 168.)</i> • Student reading of Part 2 selections is scaffolded through instruction in and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded postreading questions leading from basic understanding and reasoning (Key Ideas and Details questions) to deeper insight and higher-level cognition (the Integration of Knowledge and Ideas questions, which require synthesis, generalization, and so on). <i>(See, e.g., Grade 9 Literature SE/TE, Close Reading Focus, p. 22; Close Reading Model, p. 23; Make Inferences (side column), p. 29; Conflict (side column), p. 32; Literary Analysis, p. 47.)</i> • Part 3 selections are meant to be read with greater independence. However, Close Reading notes in the Teacher's Edition allow teachers to lead class discussion and offer further support as warranted, using scaffolded questioning strategies. <i>(See, e.g., Grade 9 Literature TE, Close Reading, p. 130.)</i> • Differentiated Instruction and Fluency notes in the Teacher's Edition offer teachers suggestions for tailoring the reading for diverse students, including Advanced, Gifted/Talented, Less Proficient, Special-Needs, and ELL students. <i>(See the bottom channel notes on, e.g., Grade 9 Literature TE, pp. 25, 29, 31, 33.)</i> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. 	<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Additional support for diverse learners appears in ancillary consumables, including the <i>Adapted Reader's Notebook</i> and <i>English Learner's Reader's Notebook</i>. The <i>Reader's Notebooks</i> include passages of authentic text from the selections, linked with bridge text. <i>(See, e.g., www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Selection Worksheets and Assessments: Unit 1: "The Most Dangerous Game": Worksheets: Reader's Notebook Adapted, Reader's Notebook ELL.)</i>
<ul style="list-style-type: none"> • Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. 	<p>Part 1</p> <p>In each unit, the annotations for the Reading Model in Part 1 focus on key features of text, including those that present difficulties for interpretation. Models of student discussion and writing about the text are also supplied. Students' engagement with this model prepares them for an independent close reading of the Independent Practice selection that follows. <i>(See, e.g., Grade 9 Literature SE/TE, Reading Model, pp. 5–6; Discuss/Research/Write, pp. 7–8; Independent Practice, pp. 9–15.)</i></p> <p>Part 2</p> <p>In Part 2 selections, point-of-use side-column prompts as well as postreading questions target those sections of text that are key to unlocking meaning, including the challenging sections that students may need to work on most. Students' reading of Part 2 selections is guided by the teacher; this work will prepare them to read Part 3 selections with greater independence. <i>(See, e.g., Grade 9 Literature SE/TE, Close Reading Focus, p. 22; Close Reading Model, p. 23; Make Inferences (side column), p. 29; Conflict (side column), p. 32; Literary Analysis, p. 47.)</i></p> <p><i>(continued on next page)</i></p>

<p><i>(continued)</i></p> <ul style="list-style-type: none">• Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.	<p>Part 3</p> <ul style="list-style-type: none">• For each longer Part 3 selection, a significant section of the text is called out as a Focus Passage (two such passages are called out for the Part 3 Anchor Text). Each is the subject of a series of questions guiding students through a careful close reading of the passage. The passages chosen are those that will reward sustained attention from a variety of perspectives. <i>(See, e.g., Grade 9 Literature SE/TE, Literary Analysis, p. 141.)</i>• In addition, the Teacher's Edition Close Reading notes that accompany each Part 3 selection provide additional guidance to teachers in leading discussions of particularly rich or significant sections of the text. <i>(See, e.g., Grade 9 Literature TE, Close Reading, p. 130.)</i>
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- Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.

A full complement of teacher lesson support appears in the Teacher's Edition, including step-by-step teaching suggestions with discussion questions, **Think Aloud** notes, **Differentiated Instruction** notes, **Vocabulary Development** notes, and **Fluency** notes. Selection support worksheets, including skills and vocabulary worksheets, appear online.

(See supporting side-column and bottom channel notes on, e.g., Grade 9 Literature TE, pp. 22–46; www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Selection Worksheets and Assessments.)

Program support specifically targeting ELL, special-needs students, and less proficient readers includes the following.

- **Differentiated Instruction** notes in the Teacher's Edition guide teachers in adapting lessons for diverse students. Differentiated Instruction notes for Less Proficient students provide suggestions for mediating text and lessons for readers reading below grade level. Special-Needs notes provide suggestions for special-needs students, and English Learner notes address the specific needs of ELL students.

(For Special-Needs and Less Proficient bottom channel notes, see, e.g., Grade 9 Literature TE, pp. 25, 27, 65, 83, 117. For English Learners notes, see, e.g., pp. 31, 71, 83, 103, 111, 115.)

- **Fluency** notes in the Teacher's Edition provide strategies for practicing and improving students' fluency in reading selections.

(See, e.g., Grade 9 Literature TE, pp. 29, 67, 87.)

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<p><i>(continued)</i></p> <ul style="list-style-type: none"> Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. 	<ul style="list-style-type: none"> Additional support for diverse learners appears in ancillary consumables, including the <i>Adapted Reader's Notebook, English Learner's Reader's Notebook, and Spanish Reader's Notebook</i>. The <i>Adapted</i> and <i>English Learner's</i> versions include passages of authentic text from selections, linked with bridge text. Both include adapted instruction and suitable side-column support for reading. The <i>Adapted Reader's Notebook</i> focuses on skills support and fluency. The <i>English Learner's Reader's Notebook</i> emphasizes vocabulary acquisition and fluency. The <i>Spanish Reader's Notebook</i> offers Spanish translations of the adapted text and instruction and features additional notes on cultural context. <i>(See, e.g., www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Selection Worksheets and Assessments: Unit 1: "The Most Dangerous Game": Worksheets: Reader's Notebook Adapted, Reader's Notebook ELL, Reader's Notebook Spanish.)</i>
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<ul style="list-style-type: none"> • Provides extensions and/or more advanced text for students who read well above the grade level text band. 	<ul style="list-style-type: none"> • In the Teacher's Edition, Differentiated Instruction notes for Advanced Readers guide teachers in adapting lessons for students who read above grade level. <i>(See, e.g., Grade 9 Literature TE, bottom channel, pp. 33, 41, 103, 175.)</i> • Enrichment worksheets for each Part 2 selection, available online at www.pearsonrealize.com, provide additional challenges for advanced readers. <i>(See, e.g., www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Selection Worksheets and Assessments: Unit 1: "The Most Dangerous Game": Worksheets: Enrichment.)</i> • The works for Independent Reading suggested in Part 4 of each unit cover a range of difficulty levels, including at least one text suggested for advanced readers. The Text Complexity note in the Teacher's Edition guides teachers in matching reader and task to text. <i>(See, e.g., Grade 9 Literature SE/TE, p. 184, including Text Complexity notes, bottom channel, TE, pp. 184–185.)</i>
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<p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> • Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). 	<p>In the program, concepts and skills are logically sequenced, and the structure of the instruction ensures that students will deepen their understanding as they work their way through the material.</p> <ul style="list-style-type: none"> • Students' reading of the shorter literary selections in Unit 1 (Short Stories), Unit 2 (Nonfiction), and Unit 3 (Poetry) helps to prepare them for the sustained attention and in-depth interpretation required by the drama selections in Unit 4. By solidifying students' basic skills, earlier units also help prepare students to move to a new level in analysis in Unit 5, which require students to contextualize the literature they are reading in a specific culture and its oral tradition. • In each unit, Part 2 selections are from the same form or genre (Unit 5 concerns the oral tradition). Part 3 selections are organized around a common theme or topic that students investigate as they read. Students' understanding of the Part 2 genre and its elements will deepen, and the skills they learn will reinforce each other, as they work their way through the selections. Similarly, their understanding of the Part 3 theme or topic will deepen, allowing them to take diverse or richer perspectives on it, as they work their way through Part 3. • In the Part 1 Close Reading Workshop for each unit, skills germane to the unit genre are introduced, modeled, and practiced. In Part 2, literary analysis concepts germane to the genre are introduced in the Focus on Craft and Structure feature. Selected skills from the Close Reading Workshop and from the Focus on Craft and Structure feature are then followed up with the selections in Part 2. <i>(See, e.g., Grade 9 Literature SE/TE, Unit 1, Close Reading Workshop, pp. 4–15; Focus on Craft and Structure, pp. 18–21.)</i> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). 	<ul style="list-style-type: none"> • In each Part 2 selection, reading and literary analysis skills are introduced and modeled on the Building Knowledge pages, applied in the point-of-use side-column notes, and then followed up with the postreading questions. Selected skills are then followed up in Spiral Review point-of-use side-column notes appearing with later selections, reinforcing the skills throughout the year. <i>(See, e.g., Grade 9 Literature SE/TE, Unit 1, Close Reading Focus, p. 22; Close Reading Model, p. 23; Make Inferences (side column), p. 29; Conflict (side column), p. 32; Literary Analysis, questions 2–5, p. 47; Unit 4, Spiral Review: Conflict (side column), p. 621.)</i> • Part 2 Conventions lessons are organized in a logical scope and sequence, progressing from one concept to another and building in complexity during the course of the year. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 354, 372, 388, 402, 421, 436.)</i>
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<ul style="list-style-type: none"> • Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). 	<p>As noted above, each unit of the <i>Literature</i> Student Edition is structured to lead students from guided reading with scaffolded skills support to successful independent engagement with the texts.</p> <p>Part 1</p> <p>In Part 1 of each unit, students follow a model close reading of a text and then practice what they have learned independently with another text. (<i>See, e.g., Grade 9 Literature SE/TE, Reading Model, pp. 5–6; Discuss/Research/Write, pp. 7–8; Independent Practice, pp. 9–15.</i>)</p> <p>Part 2</p> <p>In Part 2, the teacher guides students' reading, first by introducing appropriate skills and concepts, then by guiding students in applying the skills and concepts using the point-of-use prompts, then through the use of postreading questions and activities. (<i>See, e.g., Grade 9 Literature SE/TE, Close Reading Focus: Make Inferences, p. 22; Close Reading Model, p. 23; Make Inferences (side column), p. 29; Literary Analysis, questions 2, 3, p. 47.</i>)</p> <p>Part 3</p> <p>In Part 3 of each unit, students are expected to read the texts with minimal prereading support. Postreading activities engage the full spectrum of close reading competencies, from comprehension and vocabulary acquisition to extended, focused interpretation of key passages to extending reading through research. (<i>See, e.g., Grade 9 Literature SE/TE, pp. 860–867, including Multidraft Reading, TE, p. 860; Comprehension and Language Study, SE/TE, p. 864; Literary Analysis, SE/TE, p. 865; From Text to Topic and Writing to Sources, SE/TE, p. 866; Research, SE/TE, p. 867.</i>)</p> <p>(continued on next page)</p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). 	<p>Part 4</p> <p>In Part 4 of each unit, students are invited to choose a longer work for independent reading. The Text Complexity notes in the Teacher's Edition guide teachers in helping students with their choices.</p> <p>As needed, support for independent reading is available. Reading questions to guide students' reading are offered in the Student Edition, and teachers are encouraged to form literature circles for students reading the same work, with guidance available in the Professional Development Guidebook. Teachers may find additional support for selected independent readings online.</p> <p><i>(See, e.g., Grade 9 Literature SE/TE, pp. 184–185, including Text Complexity notes, TE pp. 184–185 and Preparing to Read Complex Texts, SE/TE p. 185; www.pearsonrealize.com: Literature Grade 9: Tools: Professional Development Center: Professional Development Resources: Professional Development Guidebook, pp. 47–49, 173–189; www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Novel Resources.)</i></p>
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<ul style="list-style-type: none"> • Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. 	<p>Opportunities for authentic learning and student-directed work are found in features throughout the program.</p> <ul style="list-style-type: none"> • In a variety of activities that accompany main selections in Part 2, students direct themselves as they work toward authentic goals, such as creating a brochure in a print or digital format, persuading others in a debate, and so on. <i>(See, e.g., Grade 9 Literature SE/TE, Speaking and Listening, p. 61; Research and Technology, p. 79; Speaking and Listening workshop, pp. 266–267; Speaking and Listening workshop, pp. 656–657.)</i> • Students generate or choose questions for research in completing the Research Process Workshop in the Introductory Unit, as well as in other research activities in the program. <i>(See, e.g., Grade 9 Literature SE/TE, Research Process Workshop: Prewriting/Planning Strategies, SE p. lxxviii, TE p. CC 104; Writing to Sources: Argument, SE/TE p. 474; Research and Technology, third bullet, SE/TE p. 229.)</i> • Students use literacy skills, including skills in finding, understanding, and synthesizing information, throughout the program. <i>(See, e.g., Grade 9 Literature SE/TE, Research Process Workshop, SE pp. lxxix–lxxxi, TE pp. CC 105–CC 107; Speaking and Listening, SE/TE p. 49; Research and Technology, SE/TE p. 79; Research: Investigate the Topic, SE/TE p. 143.)</i> • In each Part 3 Text Set, students read texts connected to a central theme or topic. They also complete related discussion and research activities (From Text to Topic and Research: Investigate the Topic). In the culminating Assessment: Synthesis assignments for the part, students synthesize and reflect on the results of their reading, discussion, and research, making and supporting their own claims and conclusions about the Text Set theme or topic. <i>(See, e.g., Grade 9 Literature SE/TE, From Text to Topic and Research: Investigate the Topic, pp. 292–293, 297, 307, 317; Assessment: Synthesis, pp. 320–323.)</i>
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<ul style="list-style-type: none"> • Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. 	<p>Pearson <i>Literature</i> is a fully integrated program, with reading, writing, conventions, speaking and listening, literary analysis, and word analysis skills instruction appearing with selections throughout the book.</p> <ul style="list-style-type: none"> • Every main Part 2 selection is preceded by instruction in reading skills and literary analysis, appropriate to the grade level. The application of the skill is modeled with an excerpt. Skills support threads through the selection with point-of-use skills prompts. The postreading skills questions provide opportunities for students to affirm and extend mastery. <i>(See, e.g., Grade 9 Literature SE/TE, Close Reading Focus, p. 206; Close Reading Model, p. 207; Author's Style/Main Idea (side column), p. 210; Literary Analysis, p. 213.)</i> • Conventions lessons appear, following a logical scope-and-sequence, with each main selection in Part 2, on select Writer's Toolbox pages in the Writing Process workshops, and with the Part 3 Anchor Text. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 354, 372, 388, 402, 421, 436.)</i> • Writing to Sources assignments with instruction in specific writing strategies appear with all main selections in Part 2 and Part 3. The assignments are fully integrated with the lesson, bearing on the selection the students have read. Culminating Writing activities for each part appear in the Assessment: Skills and Assessment: Synthesis workshops. <i>(See, e.g., Grade 9 Literature SE/TE, Writing to Sources, pp. 215, 229, 239, 251, 292, 297, 307, 317, 319; Assessment: Skills, p. 280; Assessment: Synthesis, pp. 322–323.)</i> • The Writing Process workshop in each unit explores writing process and writing strategies in full depth. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 268–275.)</i> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none"> Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. 	<ul style="list-style-type: none"> The Speaking and Listening assignments that appear with one to three selections in Part 2, along with the From Text to Topic activities with each selection in Part 3 and the end-of-part Group Discussion activity, instruct students in a variety of speaking and listening strategies. The Speaking and Listening workshop in each unit gives such strategies extended coverage. <i>(See, e.g., Grade 9 Literature SE/TE, Speaking and Listening, pp. 215, 251; Speaking and Listening workshop, 266–267; From Text to Topic, 292, 297, 307, 317, 319; Group Discussion, p. 320.)</i> Vocabulary instruction appears with each main selection. Word Study instruction appears with each selection in Part 2; academic vocabulary is reinforced with each selection in Part 3. Word analysis and other language skills also receive focused attention in the Language Study workshop in each unit. <i>(See, e.g., Grade 9 Literature SE/TE, Word Study, pp. 212, 226, 236, 248; Language Study workshop, pp. 264–265; Academic Vocabulary, pp. 290, 297, 307, 317, 319.)</i>
<ul style="list-style-type: none"> Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). 	<p>Independent reading is a core part of the structure of the <i>Literature</i> program.</p> <ul style="list-style-type: none"> After students have concluded work on Part 3 of a unit they are asked to choose a work for Independent Reading from the suggestions in Part 4. In the Teacher's Edition, the Text Complexity Rubric for the suggested readings guides teachers in helping students choose works, as well as in assigning students appropriate types of tasks for the reading. Questions to support reading of texts in the unit genre appear in Part 4 of the Student Edition. <p><i>(continued on next page)</i></p>

<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). 	<ul style="list-style-type: none"> • Teachers will find additional support for preparing students to read independently in the Teacher's Edition. Support for conducting Literature Circles for the works students select appears in the <i>Professional Development Guidebook</i>, along with Alternative Assessment Material suitable to independent reading assignments. Additional support for selected independent readings also appears online. <p><i>(See, e.g., Grade 9 Literature SE/TE, pp. 324–325, including Text Complexity notes, TE pp. 324–325 and Preparing to Read Complex Texts, SE/TE p. 325; www.pearsonrealize.com: Literature Grade 9: Tools: Professional Development Center: Professional Development Resources: Professional Development Guidebook, pp. 47–49, 173–189; www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Novel Resources.)</i></p>
<ul style="list-style-type: none"> • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>Pearson <i>Literature</i> incorporates technology in a meaningful way that contributes to students' comprehension of the concepts and selections. Digital and online resources are clearly called out in the Teacher's Edition on the Time and Resource Manager pages before each selection or Text Set. <i>(See, e.g., Grade 9 Literature TE, p. 22b.)</i></p> <p>Technology offered with the program includes the following:</p> <p>www.pearsonrealize.com: Tools: ACTIVE-book In the ACTIVE-book, the Close Reading Tool lets students read interactively, highlighting text and adding notes, while teachers can review their work. The Close Reading Tool may also be projected and used in a whole-class whiteboard activity.</p> <p>www.pearsonrealize.com: Teacher Resources: Media and Interactive Whiteboard Activities</p> <ul style="list-style-type: none"> • Online videos in English and Spanish provoke thought on core ideas or provide background on key concepts. <p><i>(continued on next page)</i></p>

<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<ul style="list-style-type: none"> • Grammar Tutorials provide reinforcement of key conventions concepts. • Interactive Writing Whiteboard Activities model reading and writing strategies. • In the Writers at Work video segments, noteworthy authors provide insights into work, life, and the writing process. <p>Audio CDs <i>Hear It!</i> audio CDs contain readings of selections, motivating readers and facilitating fluency practice and comprehension.</p> <p>Opportunities for Use of Technology Opportunities for students to engage with other technology and media, including opportunities to use the Internet for research, to use publishing or posting software, or to analyze media products such as news reports, appear throughout the program. <i>(See, e.g., Grade 9 Literature SE/TE, Research and Technology, p. 79; Speaking and Listening: Multimedia Presentation of a Research Report, pp. 656–657; Speaking and Listening: Comparing Media Coverage, pp. 842–843; Research: Investigate the Topic, p. 867.)</i></p>
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IV. Assessment	
<i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i>	
<ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). 	<p>Students' mastery of the standards is assessed at several defined points in the school year as well as within each lesson to ensure that teachers have opportunities to reteach or provide remediation.</p> <ul style="list-style-type: none"> For each unit, the unit Benchmark Test assesses student mastery of the target standards, skills, and concepts taught in the unit. Each item on the test is correlated to the relevant standards in an Interpretation Guide. The majority of items are text-based. Each test includes multipart selected response questions and a performance task in which students independently synthesize information from two source texts. The Mid-Year Summative Test assesses student mastery of target standards, skills, and concepts taught in the first three units. (The Beginning-of-Year Test: Skills can be used to set a baseline for this test.) The End-of-Year Summative Test assesses student mastery of the target standards, skills, and concepts taught across the book. Additional program formal assessments include the Selection Tests (comprehension and skills mastery) and Open-Book Tests (interpretation and performance-based assessment). <p><i>(The program formal assessments are available online at www.pearsonrealize.com in both PDF and interactive HTML format, as well as on CD-ROM as ExamView banks. For online interactive versions, navigate the Literature Grade 9 program by the table of contents. PDFs are available under Teacher Resources: Workbooks and Resources: Grade- and Unit-Level Assessments and Selection Worksheets and Assessments.)</i></p> <p><i>(continued on next page)</i></p>

<p><i>(continued)</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). 	<ul style="list-style-type: none"> In each unit of the Student Edition, both Part 2 and Part 3 conclude with a part review/assessment practice feature: the Assessment: Skills and Assessment: Synthesis workshops. Each is correlated to the Common Core and requires students to complete independently items and activities, including performance tasks, to demonstrate mastery. <i>(See, e.g., Grade 9 Literature SE/TE, Assessment: Skills, pp. 120–125; Assessment: Synthesis, pp. 180–183.)</i> Progress monitoring opportunities appear frequently at point of use throughout the Student Edition in the form of selection side-column prompts and end-of-selection questions. Additional Monitor Progress notes with Reteach suggestions appear in the Teacher's Edition at point of use. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 29 (side column), 47; 53 (side column), 59; 66 (side column), 77; 84 (side column), 91; Monitor Progress, TE, pp. 57, 89.)</i>
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<ul style="list-style-type: none"> Assesses student proficiency using methods that are unbiased and accessible to all students. 	<p>Assessment of student proficiency takes a variety of forms in the program, addresses different types of knowledge and levels of thinking, and is accessible to diverse learners. In addition to the program formal assessments, mastery may be assessed through projects, presentations, written assignments, and discussion activities that accompany selections or appear in workshops. All activities and assignments are correlated to the Common Core State Standards.</p> <p>Formal Assessment Formal assessment includes a variety of formats: selected response items, multipart selected response items, short written response items, and extended constructed response in response to topical prompts. Items are unbiased; they are carefully vetted to ensure that undue calls on students' prior knowledge or cultural background are minimized.</p> <p>Students may complete assessments in the program, including Benchmark Tests, Selection Tests, Open-Book Tests, and Beginning-of-Year, Mid-Year, and End-of-Year tests, on paper, online in an interactive HTML format, or online in ExamView.</p> <p><i>(The program formal assessments are available online at www.pearsonrealize.com in both PDF and interactive HTML format, as well as on CD-ROM as ExamView banks.)</i></p> <p>Projects and Presentations End-of-selection activities call on students to apply their knowledge of the selections, as well as skills in a variety of domains, including writing, speaking and listening, and research. <i>(See, e.g., Grade 9 Literature SE/TE, Writing to Sources, p. 61; Speaking and Listening, p. 61; From Text to Topic, p. 866; Writing to Sources, p. 866; Research, p. 867.)</i></p> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none"> Assesses student proficiency using methods that are unbiased and accessible to all students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Progress monitoring opportunities appear frequently at point of use throughout the Student Edition in the form of selection side-column prompts and end-of-selection questions. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 29 (side column), 47; 53 (side column), 59; 66 (side column), 77; 84 (side column), 91.)</i> In the Teacher's Edition, Monitor Progress notes help teachers monitor student progress in mastering skills as they read. Reteach notes provide reteaching suggestions as well. <i>(See, e.g., Grade 9 Literature TE, pp. 57, 89.)</i> <p>Alternative Assessment</p> <p>Alternative assessment materials are available in the Professional Development Guidebook. <i>(See www.pearsonrealize.com: Literature Grade 9: Tools: Professional Development Center: Professional Development Resources: Professional Development Guidebook, pp. 173–218.)</i></p>
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<ul style="list-style-type: none"> • Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. 	<ul style="list-style-type: none"> • In Part 1 of the Teacher's Edition, the Formative Assessment Opportunity note guides teachers in interpreting student performance on the Independent Practice assignment. <i>(See, e.g., Grade 9 Literature TE, pp. 14, 198, 336, 490, 738.)</i> • Rubrics for students' writing on formal assessments are found online at www.pearsonrealize.com. Additional writing rubrics along with rubrics for speaking and listening are offered in the Professional Development Guidebook. <i>(See www.pearsonrealize.com: Literature Grade 9: Teacher Resources: Workbooks and Resources: Writing Rubrics and www.pearsonrealize.com: Literature Grade 9: Tools: Professional Development Center: Professional Development Resources: Professional Development Guidebook, pp. 220–276.)</i> • In the Student Edition, each Writing Process workshop, Speaking and Listening workshop, and Assessment: Synthesis workshop includes a rubric or set of criteria for success tailored to the assignment. <i>(See, e.g., Grade 9 Literature SE/TE, Speaking and Listening workshop, p. 657; Writing Process workshop, p. 665; Assessment: Synthesis, pp. 718, 719, 721.)</i> • All formal assessments are accompanied by answer keys in a suitable format: as a PDF, as ExamView metadata, and, for online deliverables, in the form of automatic scoring. In addition, Interpretation Guides for Benchmark Tests, the Beginning-of-Year Test: Skills and the Mid-Year Summative Test correlate test items to reteaching and remediation materials. Remediation worksheets are automatically assigned online when students' scores for a given skill fall below the cut score. <i>(The program formal assessments are available online at www.pearsonrealize.com in both PDF and interactive HTML format, as well as on CD-ROM as ExamView banks.)</i> <p><i>(continued on next page)</i></p>
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<p><i>(continued)</i></p> <ul style="list-style-type: none">• Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.	<ul style="list-style-type: none">• Progress monitoring opportunities appear frequently at point of use throughout the Student Edition in the form of side-column prompts for selections and end-of-selection questions. In each case, sample answers or guidelines for evaluating answers are provided in the Teacher's Edition to help teachers evaluate student performance. Additional Monitor Progress notes with Reteach suggestions appear in the Teacher's Edition at point of use. <i>(See, e.g., Grade 9 Literature SE/TE, pp. 29 (side column), 47; 53 (side column), 59; 66 (side column), 77; 84 (side column), 91; Monitor Progress, pp. 57, 89.)</i>
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A unit or longer lesson should:

- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

Literature assessment is systematic, comprehensive, and flexible. It falls into a variety of modes, as follows.

Preassessment

Preassessment includes the **Beginning-of-Year Test: Skills** as well as the **Reading Readiness Diagnostic**.

(The program formal assessments are available online at www.pearsonrealize.com in both PDF and interactive HTML format, as well as on CD-ROM as ExamView banks.)

Formative Assessment and Progress Monitoring

- Teachers are encouraged to use students' work on the **Independent Practice** at the beginning of each unit as a formative assessment to help them chart a course through the unit.
(See, e.g., Grade 9 Literature SE/TE, p. 15, with Formative Assessment Opportunity note on TE p. 14.)
- For each selection, progress monitoring opportunities include
 - **Comprehension** prompts found at frequent intervals for Part 2 selections.
 - discussion questions for selections with step-by-step teaching guidance in the Teacher's Edition.
 - **Monitor Progress** and **Reteach** notes in the Teacher's Edition.
 - postreading questions for selections, including questions on target skills for Part 2 selections and questions on **Focus Passages** for Part 3 selections.
 - a **Selection Test**, focusing on comprehension and skills mastery.
 - an **Open-Book Test**, focusing on interpretation and performance.
(For examples of prompts and questions, see, e.g., Grade 9 Literature SE/TE, pp. 29 (side column), 47; TE, Monitor Progress, 57, 89. Selection Tests and Open-Book Tests are available online at www.pearsonrealize.com.)

(continued)

- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

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- Unit **Benchmark Tests**, available at www.pearsonrealize.com and on CD-ROM, assess students' mastery of target skills, concepts, and standards and can be used as formative assessments to help shape instruction.
- Two assessment practices are embedded in each Student Edition unit: **Assessment: Skills** (in Part 2) and **Assessment: Synthesis** (in Part 3). The results of these assessments can be used to evaluate student progress and target skills for remediation.

(See, e.g., Grade 9 Literature SE/TE, pp. 120–125; 180–183.)

Summative Assessment

At the mid-point and end of the year, students take summative assessments: the **Mid-Year Summative Test** and the **End-of-Year Summative Test**. The **Beginning-of-Year Test: Skills** can be used to set a baseline for these tests. *(The program formal assessments are available online at www.pearsonrealize.com in both PDF and interactive HTML format, as well as on CD-ROM as ExamView banks.)*

Self-Assessment

- Teachers may assign students the automatically scored **Selection Tests** online for self-assessment.
- Additional self-assessment materials appear online in the **Professional Development Guidebook, Alternative Assessment Materials and Rubrics for Self-Assessment** sections.

(See www.pearsonrealize.com: Literature Grade 9: Tools: Professional Development Center: Professional Development Resources: Professional Development Guidebook, e.g., pp. 190–191, 194–195, 196–197, 202; 220–276.)

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<p><i>(continued)</i></p> <ul style="list-style-type: none">• Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<ul style="list-style-type: none">• In the Student Edition, each Writing Process workshop, Speaking and Listening workshop, and Assessment: Synthesis workshop includes a rubric or set of criteria that students may use for self- or peer-assessment. <i>(See, e.g., Grade 9 Literature SE/TE, Speaking and Listening workshop, p. 657; Writing Process workshop, p. 665; Assessment: Synthesis, pp. 718, 719, 721.)</i>
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