

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)

### *Reading Standards for Literature - Key Ideas and Details – Students will:*

<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Literature - Key Ideas and Details – Students will:*

<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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### *Reading Standards for Literature - Key Ideas and Details – Students will:*

<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard            1 - Partially Meets Criterion for Standard            0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Literature - Craft and Structure – Students will:*

<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard            1 - Partially Meets Criterion for Standard            0 - Does Not Meet Criterion for Standard</p>

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***Reading Standards for Literature – Craft and Structure – Students will:***

<p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Literature – Craft and Structure – Students will:***

<p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)

### *Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:*

<p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:*

<p>8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Reading Standards for Literature – Range of Reading and Level of Text Complexity – Students will:***

<p>9. By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Information Text –Key Ideas and Details – Students will:***

<p>10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Reading Standards for Informational Text - Key Ideas and Details – Students will:***

<p>11. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text - Key Ideas and Details – Students will:***

<p>12. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Reading Standards for Informational Text – Craft and Structure – Students will:***

<p>13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text – Craft and Structure – Students will:***

<p>14. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Reading Standards for Informational Text – Craft and Structure – Students will:***

15. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____  2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

***Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:***

16. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____  2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

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***Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:***

<p>17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:***

<p>18. Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States’ documents of historical and literary significance. [RI.9-10.9] </p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)

### *Reading Standards for Informational Text – Range of Reading and Level of Text Complexity – Students will:*

<p>19. By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

### *Writing Standards – Text Types and Purposes – Students will:*

<p>20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Writing Standards – Text Types and Purposes – Students will:***

<p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. [W.9-10.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>21. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Writing Standards – Text Types and Purposes – Students will:***

<p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. [W.9-10.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>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, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

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***Writing Standards – Text Types and Purposes – Students will:***

<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>25. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>26. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)

### *Writing Standards – Research to Build and Present Knowledge – Students will:*

<p>27. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Writing Standards – Research to Build and Present Knowledge – Students will:*

<p>28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>a. Apply Grade 9 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). [W.9-10.9a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>b. Apply Grade 9 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). [W.9-10.9b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)

### *Writing Standards –Range of Writing– Students will:*

<p>29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Speaking and Listening Standards – Comprehension and Collaboration – Students will:*

<p>30. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. [SL.9-10.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>31. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>32. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>33. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>34. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>a. Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. ¶</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>b. Apply rules of subject-verb agreement with the subjunctive mood. ¶</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>c. Use parallel structure.* [L.9-10.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>d. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard          1 - Partially Meets Criterion for Standard          0 - Does Not Meet Criterion for Standard</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	

***Language Standards – Conventions of Standard English – Students will:***

<p>a. Use commas correctly with non-essential appositives. </p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard          1 - Partially Meets Criterion for Standard          0 - Does Not Meet Criterion for Standard</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>c. Use a colon to introduce a list or quotation. [L.9-10.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

d. Spell correctly. [L.9-10.2c]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard            1 - Partially Meets Criterion for Standard            0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Knowledge of Language – Students will:***

38. 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. [L.9-10.3]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard            1 - Partially Meets Criterion for Standard            0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Knowledge of Language – Students will:***

<p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association’s MLA Handbook, Turabian’s A Manual for Writers) appropriate for the discipline and writing type. [L.9-10.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i>, choosing flexibly from a range of strategies. [L.9-10.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>a. 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. [L.9-10.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>d. 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). [L.9-10.4d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 9 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>41. 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. [L.9-10.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>