



2020 – 2021 ELA Pacing Guide

Grade 9

First 2-3 Weeks Guidance

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional) & FAIR – first two weeks!
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to Teams, Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/ Annotating guides (for texts used in writing), text-based writing strategies

**** Please refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

Rubric/Assessment:

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>



Quarter 1	
<u>Benchmark Standard (Rdng Info/Lit)</u>	<u>Benchmark Standard (Speaking & Listening)</u>
<ul style="list-style-type: none"> ▪ RI1.1 ▪ RI1.3 ▪ RI1.2 ▪ RI2.4 ▪ RI3.7 ▪ 	<ul style="list-style-type: none"> ▪ SL1.3 ▪ SL2.4
<p style="text-align: center;"><u>myP Unit: 2</u> Survival</p> <p>Scaffolding Methods for Research Paper Writing</p> <p>Texting a Response to Lord of the Flies</p>	<p style="text-align: center;"><u>myP Unit Text Sets</u></p> <p>Anchor Text (Short Story): <i>The Seventh Man</i> by Frances Haruki Murakami</p> <p>Anchor Text (Editorial): <i>The Moral Logic of Survival Guilt</i> by Nancy Sherman</p> <p>Media (Radio Broadcast): <i>The Key to Disaster Survival? Friends and Neighbors</i> by Shankar Vedantam</p> <p>Narrative Nonfiction: <i>The Voyage of the James Caird from The Endurance</i> by Caroline Alexander</p> <p>Media (Photo Gallery): <i>The Endurance and the James Caird in Images</i> by Frank Hurley</p> <p>Novel Excerpt: <i>from Life of Pi</i> by Yann Martel</p> <p>Argument: <i>The Value of a Sherpa Life</i> by Grayson Schaffer</p> <p>Poetry: <i>I Am Offering This Poem</i> by Jimmy Santiago Baca</p> <p><i>The Writer</i> by Richard Wilbur</p> <p><i>Hugging the Jukebox</i> by Naomi Shihab Nye</p>



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative - Prompt: <i>myP</i>: (Deals with issues of survivor guilt)- Is your guilt generated from within you, does it come from an external source or person, or does it stem from a past experience? - ** (Changed from <i>myP</i>) – *Adapt to student choice – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence, transitions, hook, concise closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Argumentative Essay - Prompt: Should people in life-or-death situations be held accountable for their actions? *(Making adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to the FSA Style Writing Rubric Grade 9
<p><u>PT: Writing Standards Focus</u></p> <p>W.9.1.a-e, W.9.10, L.9.3.a, RL.9.1, L.2.b</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.9.2.a-f, W.9.7, W.9.8, W.9.10, L.9-10.3.a</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Oral Presentation: Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with much practice. 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p>SL.9.1, SL.9.1.a, SL.9.1.b, SL.9.5</p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ To Build a Fire (Short Story) Man in the Well (Short Story) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Relationship between Hunger & War (World History) Japan's Approach to Disaster Readiness (Arts)



Quarter 2	
<u>Benchmark Standard (Rdng Info/Lit)</u>	<u>Benchmark Standard (Speaking & Listening)</u>
<ul style="list-style-type: none"> ▪ RL1.1 ▪ RL1.3 ▪ RL1.2 ▪ RL2.4 ▪ RL3.7 	<ul style="list-style-type: none"> ▪ SL1.1 ▪ SL1.2 ▪ SL2.5
<p><u>myP Unit: 6</u> World's End</p> <p>An Abridged Hero</p>	<p><u>myP Unit Text Sets</u></p> <p>Anchor Text (Short Story): <i>By the Waters of Babylon</i> by Stephen Vincent Benét</p> <p>Anchor Text (Short Story): <i>There Will Come Soft Rains</i> by Ray Bradbury</p> <p>Magazine Article: <i>The Nuclear Tourist</i> by George Johnson</p> <p>Poetry: <i>the beginning of the World</i> Lucille Clifton</p> <p><i>A Powwow at the End of the World</i> by Sherman Alexie</p> <p><i>A Song on the End of the World</i> by Czeslaw Milosz</p> <p>Media (Radio Broadcast): <i>from RadioLab: War of the Worlds</i> NPR</p> <p>Magazine Article: <i>The Myth of the War of the Worlds Panic</i> by Jefferson Pooley and Michael Socolow</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Narrative - Prompt: <i>myP</i>: (At the end of the world, how do we begin again? OR Should people in life-or-death situations be held accountable for their actions?) 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Narrative-short story - Prompt: Which matters more-the present for the future? *(Making adaptations to prompt for more student



<ul style="list-style-type: none"> - ** (Changed from <i>myP</i>) – *Adapt to student choice – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: hook, style, structure, sensory details, transitions, elaboration, clear & concise word choice 	<p>engagement.)</p> <ul style="list-style-type: none"> - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to the FSA Style Writing Rubric Grade 9
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <p>W.9.1.a-e, W.9.10, L.9.3.a, RL.9.1, L.2.b</p>	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p>W.9.2.a-f, W.9.7, W.9.8, W.9.10, L.9-10.3.a</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Dramatic Reading: In place of simply reading, make the following changes/alterations: <ul style="list-style-type: none"> - Use music and sound effects to enhance narrative - Use effective pacing to build the climax - Vary speed and tone to build suspense 	<p style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;">SL.9.1, SL.9.1.a, SL.9.1.b, SL.9.5</p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Peter Pan Excerpt (Fantasy) ▪ Land of Story-books (Poem) ▪ Middle School (Skill Lesson) ▪ Apollo and Hyacinthus (Myth) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Oak Ridge-Secret City ending WWII (U.S. History) <ul style="list-style-type: none"> ▪ Researchers Hypothesis ▪ Pathogen Wiped out Aztecs (World History)



Quarter 3	
<u>Benchmark Standard (Rdng Info/Lit)</u>	<u>Benchmark Standard (Speaking & Listening)</u>
<ul style="list-style-type: none"> ▪ RI1.1 ▪ RI1.2 ▪ RI2.4 ▪ RI2.5 ▪ RI2.6 	<ul style="list-style-type: none"> ▪ SL1.3 ▪ SL2.4
<p style="text-align: center;"><u>myP Unit:</u> 4</p> <p style="text-align: center;">Star-Crossed Lovers</p> <p>Happily Ever After? Exploring Dramatic Tragedy</p> <p>Star-Crossed Lovers Online: Romeo and Juliet for a Digital Age</p>	<p style="text-align: center;"><u>myP Unit Text Sets</u></p> <p>Anchor Text (Drama): <i>The Tragedy of Romeo and Juliet Act I</i> by Shakespeare</p> <p>Anchor Text (Short Story) <i>Pyramus and Thisbe</i> by Ovid, retold by Edith Hamilton</p> <p>Literary Criticism: <i>Romeo and Juliet Is a Terrible Play</i>, and <i>David Leveaux Can't Change That</i> by Alyssa Rosenberg</p> <p><i>In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness</i> by Noah Berlatsky</p> <p>Journalism: <i>Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet</i> by Gordana Sandić-Hadžihasanović</p> <p>Media (Newscast): <i>Tragic Romeo and Juliet Offers Bosnia Hope</i> by Nic Robertson</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Writing an Argument - Prompt: <i>myP</i>: Which has a greater impact on characters? - ** (altered to either follow R&J text or supplemental tragedy-based texts) – *Adapt to student choice – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Writing Sources-Argument (form of Literary Criticism!) - Prompt: Should the opinions of others affect our own choices or destinies? *(Making adaptations to prompt for more student engagement.)



<ul style="list-style-type: none"> - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<ul style="list-style-type: none"> - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to the FSA Style Writing Rubric Grade 9
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <p>W.9.1.a-e, W.9.10, L.9.3.a, RL.9.1, L.2.b</p>	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p>W.9.1.a-e, W.9.10, L.9.3.a, RL.9.1, L.2.b</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Multimedia Presentation (3-5m): <ul style="list-style-type: none"> - Use your Lit Criticism Essay-annotate - Locate key evidence from Intro, Body, Con - Choose audio clips and visuals, such as photos and video for support - Utilize Rubric for grading 	<p style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;">SL.9.1, SL.9.1.a, SL.9.1.b, SL.9.5</p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Orpheus & Eurydice (Myth) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ The Sun is also a Star Film about Interracial Romance (Arts) <ul style="list-style-type: none"> ▪ Love Simon- Romance (Arts) ▪ Finding Metaphors in Hit Songs & Poems (Arts & Culture)



Quarter 4

<u>Benchmark Standard (Rdng Info/Lit)</u> <ul style="list-style-type: none"> ▪ RL1.1 ▪ RL1.3 ▪ RL2.4 ▪ RL2.5 ▪ RL3.9 	<u>Benchmark Standard (Speaking & Listening)</u> <ul style="list-style-type: none"> ▪ SL1.1 ▪ SL2.6
<p style="text-align: center;"><u>myP Unit: 5</u> [Journey's of] Transformation</p> <p>Memorable Sentence Writing</p> <p>The Past and the Future</p>	<p style="text-align: center;"><u>myP Unit Text Sets</u></p> <p>Anchor Text (Epic Poem): <i>from the Odyssey</i>, by Homer translated by Robert Fitzgerald</p> <p>Media (Graphic Novel): <i>from The Odyssey: A Graphic Novel</i> by Gareth Hinds</p> <p>Anchor Text (Functional Workplace Document): <i>Application for a Mariner's License</i> United States Government</p> <p>Short Story: <i>The Return</i> by Ngugi wa Thiong'o</p> <p>Interview: <i>from The Hero's Adventure</i> <i>from The Power of Myth</i> by Joseph Campbell and Bill Moyers</p> <p>Poetry: <i>Courage</i> by Anne Sexton <i>Ithaka</i> by C. P. Cavafy, translated by Edmund Keeley and Philip Sherrard <i>from The Narrow Road of the Interior</i> by Matsuo Bashō, translated by Helen Craig McCullough</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Explanatory Essay - Prompt: <i>myP</i>: How are personal strengths and weaknesses magnified during the course of a journey? 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Writing Sources-Explanatory Essay - Prompt: When does the journey matter more than the



<ul style="list-style-type: none"> - ** (altered to either follow <i>Odyssey</i> (add ..a journey at sea)) – - *Adapt to student choice – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p>destination? *(Making adaptations to prompt for more student engagement.)</p> <ul style="list-style-type: none"> - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to the FSA Style Writing Rubric Grade 9
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <p>W.9.1.a-e, W.9.10, L.9.3.a, RL.9.1, L.2.b</p>	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p>W.9.2.a-f, W.9.4, W.9.4.c, W.9.10, L.9.2.c, L.9.4.c</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Creating a Podcast (3-5m): Student choice of style - Style: Interview, individual/multiple people sharing a story, performance, etc. - Locate key evidence from Intro, Body, Con - Choose audio clips and visuals, such as photos and video for support - Utilize Rubric for grading 	<p style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;">SL.9.4, SL.9.5, SL.9.6</p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Alter Egos (Info) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Holiday Doll Shopping Reveals Diversity (Kids) ▪ Journey of confidence leads to college scholarship (Sports)