



2020 – 2021 Reading 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><u>myP Unit: 2</u> Survival</p>	<p><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 style="text-align: center;"><u>Novel Study</u></p> <ul style="list-style-type: none"> ▪ Whole group-mini lessons-target skills utilizing excerpts ▪ Collaborative groups- reciprocal teaching ▪ Literature Circles 	<p style="text-align: center;"><u>Novel Study Options</u></p> <ul style="list-style-type: none"> ▪ <i>Nyxia</i>, Scott Reintgen ▪ <i>Fifth Wave</i>, Rick Yancey ▪ <i>Maze Runner</i>, Veronica Deets ▪ <i>Echoes</i>, Alice Reeds
<p style="text-align: center;"><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 style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Relationship between Hunger & War (World History) <ul style="list-style-type: none"> ▪ Japan's Approach to Disaster Readiness (Arts)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Informative Essay (Writing to Sources) <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</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 style="text-align: center;"><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Presenting an Argument (Multi-media support) ▪ What type of strength is most valuable in a survival situation? *(Making adaptations to prompt for more student engagement.) <p style="text-align: center;">*Adaptation towards highlighting the different ways to be intelligent (not just focused on <i>myP</i>)</p>



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><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 style="text-align: center;"><u>Novel Study</u></p> <ul style="list-style-type: none"> ▪ Whole group-mini lessons-target skills utilizing excerpts ▪ Collaborative groups- reciprocal teaching ▪ Literature Circles 	<p style="text-align: center;"><u>Novel Study Options</u></p> <ul style="list-style-type: none"> ▪ <i>Fahrenheit 451</i>, Ray Bradbury ▪ <i>1984</i>, George Orwell ▪ <i>Brave New World</i>, Aldous Huxley ▪ <i>War of the Worlds & Time Machine</i>, H.G. Wells ▪ <i>Hobbit</i>, J.R.R. Tolkien
<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)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Narrative Essay (Writing to Sources) <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</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>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Create a Podcast ▪ Prompt: What do stories about the future say about the present? ▪ *Analyze <i>myP</i> texts, utilize CommonLit, NewsELA, etc. for additional supporting research <p>*Adaptation towards highlighting the different ways to be intelligent (not just focused on <i>myP</i>)</p>



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 Star-Crossed Lovers</p> <p>Teaching With Podcasts</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>



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<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)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Argumentative Essay (Writing to Sources) <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</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>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Multimedia Presentation ▪ What is compelling about stories in which people face a tragic destiny? <p style="text-align: center;">*Adapt away from destiny towards another option-event, etc.) highlighting the different supplemental texts (not just those focused on <i>myP</i>)</p>



Quarter 4	
<u>Benchmark Standard (Rdng Info/Lit)</u>	<u>Benchmark Standard (Speaking & Listening)</u>
<ul style="list-style-type: none"> ▪ RL1.1 ▪ RL1.3 ▪ RL2.4 ▪ RL2.5 ▪ RL3.9 	<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 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 style="text-align: center;"><u>Novel Study</u></p> <ul style="list-style-type: none"> ▪ Whole group-mini lessons-target skills utilizing excerpts ▪ Collaborative groups- reciprocal teaching ▪ Literature Circles 	<p style="text-align: center;"><u>Novel Study Options</u></p> <ul style="list-style-type: none"> ▪ <i>Perks of Being a Wallflower</i>, Stephen Chbosky ▪ <i>Before I Fall</i>, Lauren Oliver ▪ <i>Looking for Alaska</i>, John Green ▪ <i>Simon vs. the Homo Sapiens Agenda</i>, Becki Albertalli ▪ <i>Frankenstein</i>, Percy Bryce Shelley
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <p style="text-align: center;">Alter Egos (Info)</p>	<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)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Explanatory Essay (Writing to Sources) <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</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>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Multimedia Presentation ▪ Prompt: What different types of journeys are there and how can they transform someone? <p style="text-align: center;">*Adaptation towards highlighting the different ways to be intelligent (not just focused on <i>myP</i>)</p>