

**Pacing Guide: English 9-A**

| Content and Duration  | Content Expectation (GLCE/H SCE)  | Student Learning Targets   | Content Vocabulary  | Required Activities   | Common Assessments and Rubrics   |
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| <p><b>Introduction to High School Reading and Writing (Short Fiction)</b><br/>(6 weeks)</p> <p><b>Focus:</b> How do I approach reading? What will help me comprehend a short story? What relationships exist among stories? What connections can I make between stories and my own life? What are the characteristics of strong writing? What purposes does writing serve? How can I use writing to communicate with the world around me?</p> | <p>1.1.1-8, 1.2.1-3, 1.3.1-3, 1.3.7-9, 1.4.7, 1.5.1, 1.5.4, 2.1.1-7, 2.1.10-12, 2.2.1-2, 2.3.2, 2.3.5, 3.1.1-2, 3.2.1, 4.1.1-2, 4.1.5</p> | <p>Use all parts of the writing process correctly.</p> <p>Use the writing process to compose a variety of genres.</p> <p>Develop and extend a thesis.</p> <p>Assess and adjust writing to meet audience expectations and needs.</p> <p>Collaborate and work effectively in a group.</p> <p>Know, select, and use correct mechanical conventions.</p> <p>Identify, explore, and refine research topics.</p> <p>Draw conclusions and support findings with research in the assigned format.</p> <p>Cite sources correctly.</p> <p>Use appropriate organizational structures and transitions.</p> <p>Develop multimedia works</p> | <p><b>Story Grammar Terms:</b><br/>Plot<br/>Exposition<br/>Rising Action<br/>Climax<br/>Falling Action<br/>Resolution<br/>Conflict<br/>Setting<br/>Characterization<br/>Flat/Round Characters<br/>Static/Dynamic Characters<br/>Antagonist/Protagonist<br/>Irony<br/>Dilemma<br/>Theme<br/>Symbolism</p> <p><b>Writing Process:</b><br/>Prewrite<br/>Draft<br/>Revise<br/>Edit<br/>Publish</p> <p><b>6+1 Traits of Writing:</b><br/>Voice<br/>Sentence Fluency<br/>Conventions<br/>Organization<br/>Ideas<br/>Word Choice<br/>Presentation</p> <p>Root Word</p> | <p>Short Story: "My Name"</p> <p>"My Name" Personal Essay</p> <p>Short Story: "The Most Dangerous Game"</p> <p>Plot Analysis</p> <p>Short Story: "The Lady or the Tiger"</p> <p>Story Map</p> <p>Short Story: "The Open Window"</p> <p>Character Chart</p> <p>Short Story: "The Unicorn in the Garden"</p> <p>Irony Cartoon</p> <p>Short Story: "The Scarlet Ibis"</p> <p>Scarlet Ibis/Story Grammar Review Packet</p> <p>Movie: <i>Simon Birch</i></p> <p>Compare-Contrast/Persuasive Research Paper (The Scarlet Ibis vs. Simon Birch)</p> <p>Short Story: "The Elevator"</p> | <ul style="list-style-type: none"> <li>• Exam</li> <li>• Unit Test</li> <li>• Roots Quizzes</li> <li>• Classroom Notebook</li> <li>• Paper Rubric</li> <li>• Peer Revision Checklist</li> <li>• Group presentation rubric</li> </ul> |

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|  |  | <p>for a purpose.</p> <p>Use reading strategies to figure out unfamiliar language in text.</p> <p>Access prior knowledge to connect to literature.</p> <p>Paraphrase and/or summarize text to demonstrate understanding.</p> <p>Respond to text with a personal opinion.</p> <p>Identify text features (footnotes, graphs, etc.) and author's purpose for their use.</p> <p>Identify literary strategies (irony, satire, etc.) and author's purpose for their use.</p> <p>Identify, interpret, and describe the use of figurative language.</p> <p>Identify, interpret, and describe the use of story grammar.</p> <p>Compare and contrast themes.</p> <p>Identify a variety of literary genres and how they influence meaning.</p> <p>Explain historical and social</p> | <p>Prefix<br/>Suffix</p> <p><b>Parts of Speech:</b><br/>Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection</p> <p><b>Grammar Terms:</b><br/>Subject, Clauses and Phrases, Dependent Clause, Independent Clause, Object, Direct Object, Indirect Object</p> | <p>Unit Review</p> <p>Grammar Activities (parts of speech, subject-verb agreement, etc.)</p> <p>Weekly Roots/Prefix/Suffix Quiz (+ study guide)</p> |  |
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|  |  | <p>contexts in literature.</p> <p>Examine, interpret, and evaluate print and visual media.</p> <p>Identify and use the conventions of punctuation properly.</p> <p>Identify and use the parts of speech correctly.</p> <p>Identify and use correct sentence structure.</p> <p>Identify and use appropriate words and phrases to match style and tone.</p>  |   |  |  |
| <p><b>Personal Memoir and Descriptive Writing</b><br/>(2 weeks)</p> <p><b>Focus:</b> How do I use language to capture memories and connect to the world around me? What connections can I make between writing and my own life? What are the characteristics of strong writing? What purposes does writing serve? How can I use writing to communicate with the world around me?</p> | <p>1.1.1-8 ,<br/>1.2.1-3,<br/>1.3.1-3,<br/>1.3.7-9,<br/>1.4.7, 1.5.1,<br/>1.5.4, 2.1.1-7, 2.1.10-12, 2.2.1-2, 2.3.2,<br/>2.3.5, 3.1.1-2, 3.2.1,<br/>4.1.1-2,<br/>4.1.5</p> | <p>Use all parts of the writing process correctly.</p> <p>Use the writing process to compose a variety of genres.</p> <p>Develop and extend a thesis.</p> <p>Assess and adjust writing to meet audience expectations and needs.</p> <p>Collaborate and work effectively in a group.</p> <p>Know, select, and use correct mechanical conventions.</p> <p>Identify, explore, and refine research topics.</p> | <p><b>Story Grammar Terms:</b><br/>Plot<br/>Exposition<br/>Rising Action<br/>Climax<br/>Falling Action<br/>Resolution<br/>Conflict<br/>Setting<br/>Characterization<br/>Flat/Round Characters<br/>Static/Dynamic Characters<br/>Antagonist/Protagonist<br/>Irony<br/>Dilemma<br/>Theme<br/>Symbolism</p> <p><b>Writing Process:</b><br/>Prewrite<br/>Draft<br/>Revise</p> | <p>Excerpt: “The Qualities”</p> <p>Memoir: “The Color of Water”</p> <p>Memoir: “Ambush”</p> <p>Memoir: “Girl”</p> <p>Short Story/Memoir: “The Monkey Garden”</p> | <ul style="list-style-type: none"> <li>• Roots Quizzes</li> <li>• Classroom Notebook</li> <li>• Paper Rubric</li> <li>• Peer Revision Checklist</li> </ul> |

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|  |  | <p>Draw conclusions and support findings with research in the assigned format.</p> <p>Cite sources correctly.</p> <p>Use appropriate organizational structures and transitions.</p> <p>Develop multimedia works for a purpose.</p> <p>Use reading strategies to figure out unfamiliar language in text.</p> <p>Access prior knowledge to connect to literature.</p> <p>Paraphrase and/or summarize text to demonstrate understanding.</p> <p>Respond to text with a personal opinion.</p> <p>Identify text features (footnotes, graphs, etc.) and author's purpose for their use.</p> <p>Identify literary strategies (irony, satire, etc.) and author's purpose for their use.</p> <p>Identify, interpret, and describe the use of figurative language.</p> <p>Identify, interpret, and</p> | <p>Edit<br/>Publish</p> <p><b>6+1 Traits of Writing:</b><br/>Voice<br/>Sentence Fluency<br/>Conventions<br/>Organization<br/>Ideas<br/>Word Choice<br/>Presentation</p> <p>Root Word<br/>Prefix<br/>Suffix</p> <p><b>Parts of Speech:</b><br/>Noun, Verb, Adjective,<br/>Adverb, Pronoun,<br/>Preposition,<br/>Conjunction,<br/>Interjection</p> <p><b>Grammar Terms:</b><br/>Subject, Clauses and<br/>Phrases, Dependent<br/>Clause, Independent<br/>Clause, Object, Direct<br/>Object, Indirect Object</p> <p><b>New Terms:</b><br/>Memoir<br/>Autobiography<br/>Personal Narrative<br/>Creative Nonfiction</p> <p>Personification<br/>Hyperbole<br/>Figurative Language<br/>Metaphor<br/>Simile<br/>Imagery</p> |  |  |
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|   |  | <p>describe the use of story grammar.</p> <p>Compare and contrast themes.</p> <p>Identify a variety of literary genres and how they influence meaning.</p> <p>Explain historical and social contexts in literature.</p> <p>Examine, interpret, and evaluate print and visual media.</p> <p>Identify and use the conventions of punctuation properly.</p> <p>Identify and use the parts of speech correctly.</p> <p>Identify and use correct sentence structure.</p> <p>Identify and use appropriate words and phrases to match style and tone.</p> |  |  |  |
| <p><b>Expository Essay</b><br/>(2 weeks)</p> <p><b>Focus:</b> How do I gather information while reading? How can I communicate factual information or opinion with clarity? How do I persuade or argue a point effectively? What are the characteristics of strong writing? What purposes</p> | <p>1.1.1-8 ,<br/>1.2.1-3,<br/>1.3.1-3,<br/>1.3.7-9,<br/>1.4.7, 1.5.1,<br/>1.5.4, 2.1.1-7,<br/>2.1.10-12, 2.2.1-2,<br/>2.3.2,<br/>2.3.5, 3.1.1-2,<br/>3.2.1,<br/>4.1.1-2,</p> | <p>Use all parts of the writing process correctly.</p> <p>Use the writing process to compose a variety of genres.</p> <p>Develop and extend a thesis.</p> <p>Assess and adjust writing to meet audience expectations</p>   | <p><b>Writing Process:</b><br/>Prewrite<br/>Draft<br/>Revise<br/>Edit<br/>Publish</p> <p><b>6+1 Traits of Writing:</b><br/>Voice<br/>Sentence Fluency<br/>Conventions<br/>Organization<br/>Ideas</p> | <p>Essay: "Onomatopoeia"</p> <p>Definition Essay</p> <p>Essay: "How to Write a Letter"</p> <p>How-To Essay</p> | <ul style="list-style-type: none"> <li>• Roots Quizzes</li> <li>• Classroom Notebook</li> <li>• Paper Rubric</li> <li>• Peer Revision Checklist</li> </ul> |

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| <p>does writing serve? How can I use writing to communicate with the world around me?</p> | <p>4.1.5</p> | <p>and needs.</p> <p>Know, select, and use correct mechanical conventions.</p> <p>Identify, explore, and refine research topics.</p> <p>Draw conclusions and support findings with research in the assigned format.</p> <p>Cite sources correctly.</p> <p>Use appropriate organizational structures and transitions.</p> <p>Use reading strategies to figure out unfamiliar language in text.</p> <p>Access prior knowledge to connect to literature.</p> <p>Paraphrase and/or summarize text to demonstrate understanding.</p> <p>Respond to text with a personal opinion.</p> <p>Identify text features (footnotes, graphs, etc.) and author's purpose for their use.</p> <p>Identify literary strategies (irony, satire, etc.) and author's purpose for their</p> | <p>Word Choice<br/>Presentation</p> <p>Root Word<br/>Prefix<br/>Suffix</p> <p><b>Parts of Speech:</b><br/>Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection</p> <p><b>Grammar Terms:</b><br/>Subject, Clauses and Phrases, Dependent Clause, Independent Clause, Object, Direct Object, Indirect Object</p> <p><b>New Terms:</b><br/>Definition Essay<br/>Process Essay<br/>Compare-Contrast Essay</p> |  |  |
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|  |  | <p>use.</p> <p>Identify, interpret, and describe the use of figurative language.</p> <p>Identify a variety of literary genres and how they influence meaning.</p> <p>Explain historical and social contexts in literature.</p> <p>Examine, interpret, and evaluate print and visual media.</p> <p>Identify and use the conventions of punctuation properly.</p> <p>Identify and use the parts of speech correctly.</p> <p>Identify and use correct sentence structure.</p> <p>Identify and use appropriate words and phrases to match style and tone.</p> |   |  |  |
| <p><b>Contemporary Novel (3 weeks)</b></p> <p><b>Focus:</b> How do I approach reading? What will help me comprehend a novel? What relationships exist between science fiction writing and real life? What connections can I make between a novel and my own life? What are the characteristics of strong</p> | <p>1.1.1-8 ,<br/>1.2.1-3,<br/>1.3.1-3,<br/>1.3.7-9,<br/>1.4.7, 1.5.1,<br/>1.5.4, 2.1.1-7, 2.1.10-12, 2.2.1-2,<br/>2.3.2,<br/>2.3.5, 3.1.1-2, 3.2.1,<br/>4.1.1-2,</p> | <p>Use all parts of the writing process correctly.</p> <p>Use the writing process to compose a variety of genres.</p> <p>Develop and extend a thesis.</p> <p>Assess and adjust writing to meet audience expectations</p>  | <p><b>Story Grammar Terms:</b><br/>Plot<br/>Exposition<br/>Rising Action<br/>Climax<br/>Falling Action<br/>Resolution<br/>Conflict<br/>Setting<br/>Characterization<br/>Flat/Round Characters</p> | <p>Short Story: "If I Forget Thee O Earth"</p> <p>Selected informational articles related to child limit laws, space technology, bullying, leadership, child abuse, xenophobia, and genocide</p> <p>Novel: <u>Ender's Game</u></p> | <ul style="list-style-type: none"> <li>• Exam</li> <li>• Unit Project</li> <li>• Vocabulary Quizzes</li> <li>• Classroom Notebook</li> <li>• Project Rubric</li> <li>• Peer Revision Checklist</li> <li>• Project</li> </ul> |

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| <p>writing? What purposes does writing serve? How can I use writing to communicate with the world around me?</p> | <p>4.1.5</p> | <p>and needs.</p> <p>Collaborate and work effectively in a group.</p> <p>Know, select, and use correct mechanical conventions.</p> <p>Identify, explore, and refine research topics.</p> <p>Draw conclusions and support findings with research in the assigned format.</p> <p>Cite sources correctly.</p> <p>Use appropriate organizational structures and transitions.</p> <p>Develop multimedia works for a purpose.</p> <p>Use reading strategies to figure out unfamiliar language in text.</p> <p>Access prior knowledge to connect to literature.</p> <p>Paraphrase and/or summarize text to demonstrate understanding.</p> <p>Respond to text with a personal opinion.</p> <p>Identify text features (footnotes, graphs, etc.) and author's purpose for their</p> | <p>Static/Dynamic Characters</p> <p>Antagonist/Protagonist</p> <p>Irony</p> <p>Dilemma</p> <p>Theme</p> <p>Symbolism</p> <p><b>Writing Process:</b></p> <p>Prewrite</p> <p>Draft</p> <p>Revise</p> <p>Edit</p> <p>Publish</p> <p><b>6+1 Traits of Writing:</b></p> <p>Voice</p> <p>Sentence Fluency</p> <p>Conventions</p> <p>Organization</p> <p>Ideas</p> <p>Word Choice</p> <p>Presentation</p> <p>Root Word</p> <p>Prefix</p> <p>Suffix</p> <p><b>Parts of Speech:</b></p> <p>Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Interjection</p> <p><b>Grammar Terms:</b></p> <p>Subject, Clauses and Phrases, Dependent Clause, Independent Clause, Object, Direct Object, Indirect Object</p> <p><b>New Terms:</b></p> <p>Genre</p> <p>Science Fiction</p> |  | <p>rubric</p> |
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|  |  | <p>use.</p> <p>Identify literary strategies (irony, satire, etc.) and author's purpose for their use.</p> <p>Identify, interpret, and describe the use of figurative language.</p> <p>Identify, interpret, and describe the use of story grammar.</p> <p>Compare and contrast themes.</p> <p>Identify a variety of literary genres and how they influence meaning.</p> <p>Explain historical and social contexts in literature.</p> <p>Examine, interpret, and evaluate print and visual media.</p> <p>Identify and use the conventions of punctuation properly.</p> <p>Identify and use the parts of speech correctly.</p> <p>Identify and use correct sentence structure.</p> <p>Identify and use appropriate words and phrases to match style and tone.</p> |  |  |  |
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