

PCI Pacing Guide: 9th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
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UNIT ONE

CONTENT AREA SKILLS (tested on Benchmark Exam) *All must be supported with textual evidence*

Word meaning in context Identify central or main idea Identify author’s main claim Analyze mood in story Compare and contrast across texts	Analyze narrative technique of pacing Determine author’s purpose and point of view Uncover theme	Make inferences about character motivation Argumentative Writing (establish a claim based on two texts from the unit; present thorough analysis of claim supported by textual evidence from both texts)
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Launch Week	Fall Writing Sample Map Test		<ul style="list-style-type: none"> • Determine baseline performance levels • Student goal setting 	Argumentative	See http://elaessentials.weebly.com/beginning-of-year-writing-prompts.html
1	ERWC: “The College Experience”		<ul style="list-style-type: none"> • Understand the different requirements for college admission • Evaluate pros and cons for attending college after high school • Annotate texts in a purposeful manner 		
2	ERWC: “The College Experience”		<ul style="list-style-type: none"> • Identify author’s main idea and the assumptions upon which it is built • Determine the effect of language 		

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			and syntax choices on author's message •Evaluate the credibility of different types of evidence		
3	ERWC: "The College Experience"		•Formulate a response based on personal experience as it relates to the texts •Revise an essay with a focus on organizational structure	Argumentative	Taking into consideration all of the articles you have read in this module, take a position on whether or not college is right for you. Write a position paper to describe your point of view. Use evidence from the articles in your packet to support your essay, and bring in additional research pertinent to your personal aspirations.
4	<i>Sync Start</i> – Grade 9		Blast Skills: Annotation, Context Clues, Reading Comprehension First Read: "Marigolds"		
5	<i>Sync Start</i> – Grade 9		Skills: Collaborative Conversations, Text Dependent Responses, Textual Evidence, Character Close Read: "Marigolds" Skills: Short Constructed Response, Peer Review	Informative/ Explanatory (Level III recommended to use outline on Access 4 handout)	I. See Study Sync II. In <i>Marigolds</i> , a grown-up Lizabeth tells a story about her adolescence from the perspective of her adult self. Analyze the character of Lizabeth, both as an adolescent and an adult Identify specific textual details that show how can we tell

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					<p>that the adult Lizabeth has learned something from her experience. Be sure to use textual evidence in your response.</p> <p>III. Write a paragraph that explains how Lizabeth’s adolescence affects the decisions that she makes as an adult and also how she has grown and learned from her experience. Support your ideas with reasons and evidence from the story.</p>
Study Sync Unit 1: “Empathy”					
6	“The Jungle”	Grade Level: <u>To Kill A Mockingbird*</u> Alternate: <u>Monster or Moon Over Manifest</u>	<ul style="list-style-type: none"> •Unpack complex sentences for meaning •Identify point of view of narration •Understand difference between topic and theme •Make inferences about theme based on descriptions of characters and setting 	Narrative	ALL: See Study Sync
7	“Statement on the Assassination of Martin Luther King Jr.”	Grade Level: <u>To Kill A Mockingbird*</u> Alternate:	<ul style="list-style-type: none"> •Use context clues to define unfamiliar vocabulary •Summarize major points of speech 	Argumentative (Level III will use outline on Access)	I. & II. See Study Sync III. In his speech “Statement on the Assassination of Martin Luther King Jr., what is

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		<u>Monster or Moon Over Manifest</u>	<ul style="list-style-type: none"> •Identify author’s argument and claims •Examine how rhetoric can effectively communicate author’s purpose and point of view •Analyze the connection between the poem and the subject of the speech 	4 handout)	Kennedy’s main argument and is it effective? Follow the outline given to you to complete your two-paragraph response.
8	“Harvest Gypsies”	Grade Level: <u>To Kill A Mockingbird*</u> Alternate: <u>Monster or Moon Over Manifest</u>	<ul style="list-style-type: none"> •Recognize the structure of an investigative report •Analyze how authors use informational text elements to organize and develop ideas •Identify connections between individuals, events, and ideas •Evaluate effectiveness of author’s point of view 	Informative/ Explanatory	I. See Study Sync II. Write a brief informative/ explanatory essay in which you explain what makes Steinbeck’s detached point of view and factual style of writing so effective, despite his emotional subject--the hard lives of the migrant workers. Cite evidence from the text in your response. III. What does this article reveal about American society during the Great Depression? What surprised you and what did you learn from it? Write a well-organized paragraph in which you respond to these

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					questions. Begin with a topic sentence. Support your ideas about the text with specific evidence (quotes) from the article.
9	Extended Writing Project	Grade Level: <u>To Kill A Mockingbird*</u> Alternate: <u>Monster or Moon Over Manifest</u>	<ul style="list-style-type: none"> •Read, annotate, and analyze student sample of argumentative writing •Craft a thesis statement •Identify audience, purpose, and style •Develop effective organizational structure to convey an argument •Evaluate strength and relevance of supporting details •Practice introducing topic and claim •Present a final statement of argument and convince readers of validity of thesis •Grammar Practice: Possessives •PREWRITE, PLAN, & DRAFT ARGUMENTATIVE ESSAY 	Argumentative	Which writer in the unit best evoked compassion or empathy in an audience to inspire action or change, while also bringing about a greater understanding of the world?
10	Extended Writing Project	Extended/Challenge Reading: <ul style="list-style-type: none"> •<u>The Help</u> 	<ul style="list-style-type: none"> •Cite sources correctly for Works Cited or bibliography •Provide peer review and receive feedback 	Argumentative	

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		<ul style="list-style-type: none"> •The Jungle •Freedom Walkers: The Story of the Montgomery Bus Boycott 	<ul style="list-style-type: none"> •Grammar practice: Compound Words •REVISE, EDIT & PUBLISH NARRATIVE WRITING PROJECT 		
11	Assessment <ul style="list-style-type: none"> •Benchmark #1 •Unit 1 Performance Task 	Extended/Challenge Reading, continued	<ul style="list-style-type: none"> •Assess outcome of student learning •Students demonstrate understanding of key instructional content •Students write to sources/stimuli 	Argumentative	

* = Full Text Study associated with unit; Reading guide available on Study Sync.