



## 9th Grade English Language Arts

DWIGHT D. EISENHOWER HIGH SCHOOL



RIALTO HIGH SCHOOL



## 2013-2014 Pacing Guide

Week	Standard BOLD indicates high CST #	Literature Selection(s)	Literary Terms/Reading Skills
Week 1 8/5/2013	<b>R 1.1, R1.2</b>	<b>Introduce and apply 6 + 1 Traits of Writing.</b>  <b>Writing instruction throughout the year should be based on 6 + 1 Traits of Writing model.</b>	
Week 2 8/12/2013	<b>R1.1, R1.2, R3.3, R3.4, (R3.9)</b> WA2.1 <b>WS1.1</b> <b>WC 1.3</b>	CHOOSE ONE OR MORE OF THE FOLLOWING:  from <i>Rosa Parks: My Story</i> (p. 168) from <i>In My Place</i> (p. 296) “Arthur Ashe Remembered” (p. 682) “Georgia O’Keeffe” (p. 685) from “Tuesdays with Morrie” (p. 950) from <i>Lost Moon: The Perilous Voyage of Apollo 13</i> (p. 1064) “The Talk” (p. 380) “Go Deep to the Sewer” (p. 368) “Fly Away” (p. 373) “I Have a Dream” (p. 164)	<ul style="list-style-type: none"> <li>• Author’s purpose</li> <li>• Tone</li> <li>• Responding to what you read</li> <li>• Symbol</li> <li>• Drawing conclusions</li> <li>• Reading biographical and autobiographical writing</li> <li>• Finding the writer’s main points and support</li> <li>• Humorous remembrance</li> <li>• Recognizing situational humor</li> </ul>
Week 3 8/19/2013	<b>R1.1, R1.2, R3.3, R3.4 (R3.9)</b> WA2.1; <b>WS1.1; WS1.2</b> <b>WC1.1, WC1.3</b>		
Week 4 8/26/2013			
Week 5 9/2/2013	<b>R1.1, R1.2, R3.3, R3.4 (R3.9)</b> WA2.1 <b>WS1.1, WS1.2, WS1.9</b> <b>WC1.3</b>		
CFA by 9/6/2013			
Week 6 9/9/2013	<b>R1.1, R1.2, R2.7, R2.8, (R3.9)</b> WA2.3 <b>WS1.1, WS1.2, WS1.9</b> <b>WC1.1, WC1.2,</b>	CHOOSE ONE OR MORE OF THE FOLLOWING:  Reading Informational Materials <ul style="list-style-type: none"> <li>• Product Information (p. 480)</li> <li>• Movie Reviews (p. 90)</li> <li>• Web Sites (p. 256)</li> <li>• Professional Journals (p. 964)</li> <li>• Newspaper Editorials (p. 1066)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the purpose of product information</li> <li>• Identifying support for response</li> <li>• Evaluating credibility of sources</li> <li>• Identifying a target audience’s purpose</li> <li>• Analyzing bias</li> </ul>
Week 7 9/16/2013			
Week 8 9/23/2013			
Week 9 9/30/2013			
Benchmark by 10/4/2013		<b>Benchmark Assessment 1 by 10/4/2013</b>	

Week	Optional Resources	Writing Focus	Grammar	Vocabulary/Spelling
1	Prentice Hall materials related to selected readings	Students will write one timed and one process autobiographical essay  <i>PH Writing Workshop</i> Narration: Autobiographical Narrative (pp. 140-143)	1. Review parts of speech 2. Simple sentences  • independent clauses (subjects, verbs/ complements) • adjectives (including articles) • adverbs • prepositional phrases (single and multiple) • subject-verb agreement (including the problem of subject-verb agreement with interrupting prepositional phrases) • compound subjects/verbs • multiple adjectives (including the rules for placing commas between multiple adjectives) and adverbs	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selection-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
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6	Prentice Hall materials related to selected readings		<ul style="list-style-type: none"> <li>• adverbs modifying adjectives/other adverbs</li> <li>• direct and indirect objects (including transitive and intransitive verbs; action and linking verbs)(predicate adjectives and predicate nominatives)</li> <li>• object/objective complements</li> <li>• appositives and nouns of address (including use of commas with essential and nonessential information)</li> </ul>	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selector-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
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Week	Standard BOLD indicates high CST #	Literature Selection(s)	Literary Terms/Reading Skills
Week 1 10/7/2013	<b>R1.1, R1.2</b> R3.3, R.3.5, R3.7 (R3.4, R3.6, R3.8, R3.9, R3.11) WA2.2 <b>WS1.1, WS1.2, WS1.9</b> <b>WC1.1, WC1.3</b>	Suggested Readings: <ul style="list-style-type: none"> <li>• “The Cask of Amontillado” (p. 6)</li> <li>• “The Most Dangerous Game” (p. 18)</li> <li>• “The Interlopers” (p. 302)</li> <li>• “The Secret Life of Walter Mitty” (p. 346)</li> <li>• “The Gift of the Magi” (p. 524)</li> </ul>	<ul style="list-style-type: none"> <li>• Mood</li> <li>• Description</li> <li>• Breaking down confusing sentences</li> <li>• Suspense</li> <li>• Conflict</li> <li>• Context clues</li> <li>• Internal and external conflict</li> <li>• Indirect characterization</li> <li>• Identifying causes and effects</li> <li>• First-person point of view</li> <li>• Third-person point of view</li> <li>• Round and flat character</li> <li>• Reading back and reading ahead</li> <li>• Plot (exposition, rising action, climax, falling action, resolution)</li> <li>• Surprise ending</li> <li>• Asking questions</li> </ul>
Week 2 10/14/2013			
Week 3 10/21/2013			
Week 4 10/28/2013			
Week 5 11/4/2013			
CFA by 11/8/2013		<b>CFA by 11/8/2013</b>	
Week 6 11/11/2013	<b>R1.1, R1.2</b> R3.3, R.3.5, R3.7 ( <b>R.3.4</b> , R3.6, R3.8, R3.9, R3.11) WA2.2 <b>WS1.1, WS1.2, WS1.9</b> <b>WC1.1, WC1.3</b>	Suggested Readings: <ul style="list-style-type: none"> <li>• “The Invalid’s Story” (p. 596)</li> <li>• “The Necklace” (p. 608)</li> <li>• “The Harvest” (p. 616)</li> <li>• “Perseus” (p. 214)</li> <li>• from the <i>Odyssey</i> (p. 980)</li> </ul>	<ul style="list-style-type: none"> <li>• Setting</li> <li>• Using your senses</li> <li>• Theme</li> <li>• Drawing conclusions</li> <li>• Hero in a myth</li> <li>• Antagonist</li> <li>• Predicting</li> <li>• Epic hero</li> <li>• Conflict</li> <li>• Reading in sentences</li> <li>• Epic simile</li> <li>• Imagery</li> <li>• Summarizing</li> </ul>
Week 7 11/18/2013			
Week 8 12/2/2013			
Week 9 12/9/2013			
Benchmark by 12/13/2013		<b>Benchmark Assessment 2 by 12/13/2013</b>	

Week	Optional Resources	Writing Focus	Grammar	Vocabulary/Spelling
1	Prentice Hall materials related to selected readings	Students will write one timed and one process response to literature essay	3. Compound Sentences <ul style="list-style-type: none"> <li>• punctuation (semicolons, commas, and coordinating conjunction, conjunctive adverb preceded by a semicolon)</li> </ul>	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selector-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
2		<u>PH Writing Workshop</u> Response to Literature (pp. 884-887)	<ul style="list-style-type: none"> <li>• run-ons &amp; comma splices</li> </ul>	
3			3. Complex Sentences <ul style="list-style-type: none"> <li>• adjective clauses (relative pronouns, antecedents; relative pronoun functions--as an adjective, subject, direct object, object of a proposition, reduced relative clause/pronoun removed; who vs. whom)</li> </ul>	
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6	Prentice Hall materials related to selected readings	PROCESS LITERARY ANALYSIS ESSAY, cont'd	<ul style="list-style-type: none"> <li>• adverb clause (subordinating conjunctions; adverb clauses that modify other verbs, adjectives, and adverbs; punctuating rules for adverb clauses; sentence fragments);</li> </ul>	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selector-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
7		TIMED LITERARY ANALYSIS ESSAY	<ul style="list-style-type: none"> <li>• noun clause (as subjects, direct object, object of the preposition, subjective complement)</li> </ul>	
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Week	Standard BOLD indicates high CST #	Literature Selection(s)	Literary Terms/Reading Skills
Week 1 1/6/2014	<b>R 1.1</b> , R 3.7, WA 2.2, <b>WS 1.1, WS 1.2,</b> <b>WS 1.9, WC 1.1,</b> <b>WC 1.3</b>	Suggested Readings: • “The Raven” (p. 940) • “The Seven Ages of Man” (p. 944) • “I Wandered Lonely As a Cloud” (p. 896) • “Dream Deferred” (p. 904) • “Hope is the thing with feathers” (p. 908) • “Meciendo” p. 918 • “Woman’s Work” (p. 920) • “The Bells” (p. 930)	<ul style="list-style-type: none"> <li>• Narrative and dramatic poetry</li> <li>• Drawing inferences about the speaker</li> <li>• Rhyme scheme</li> <li>• Simile</li> <li>• Using your senses</li> <li>• Figurative language (simile, metaphor, personification)</li> <li>• Connotation</li> <li>• Paraphrasing</li> <li>• Imagery</li> <li>• Picturing the imagery</li> <li>• Lyric poetry</li> <li>• Sound devices (rhythm, alliteration, rhyme, onomatopoeia)</li> <li>• Listening to poetic sounds</li> </ul>
Week 2 1/13/2014			
Week 3 1/20/2014	<b>R 1.1</b> , R 1.2, R 3.3, R 3.5, R 3.7, (R 3.1, R 3.4, R 3.10) WA 2.2, <b>WS 1.1, WS 1.2,</b> <b>WS 1.9, WC 1.1,</b> <b>WC 1.3</b>	Suggested Readings: <ul style="list-style-type: none"> <li>• <i>The Inspector-General</i> (p. 358)</li> <li>• <i>The Dancers</i> (p. 734)</li> <li>• <i>The Tragedy of Romeo and Juliet</i> (p. 770)</li> <li>• <i>Oedipus Rex</i> – Please check school library for availability</li> </ul>	<ul style="list-style-type: none"> <li>• Irony (verbal, dramatic, situational)</li> <li>• Dialogue</li> <li>• Reading between the lines</li> <li>• Staging</li> <li>• Picturing the action</li> <li>• Character (round and flat)</li> <li>• Dramatic foil</li> <li>• Using text aids</li> <li>• Blank verse</li> <li>• Reading blank verse</li> <li>• Soliloquy, aside, and monologue</li> <li>• Allusions</li> <li>• Paraphrasing</li> <li>• Dramatic irony</li> <li>• Suspense</li> <li>• Predicting</li> <li>• Tragedy</li> <li>• Character’s motive</li> <li>• Identifying causes and effects</li> </ul>
Week 4 1/27/2014			
Week 5 2/3/2014			
CFA by 2/7/2014		<b>CFA by 2/7/2014</b>	
Week 6 2/10/2014	<b>R 1.1</b> , R 1.2, R 3.3, R 3.5, R 3.7, (R 3.1, R 3.4, R 3.10) WA 2.2, <b>WS 1.1, WS 1.2,</b> <b>WS 1.9, WC 1.1,</b> <b>WC 1.3</b>	Drama, cont’d.	
Week 7 2/17/2014			
Week 8 2/24/2014			
Week 9 3/3/2014			
Week 10 3/10/2014			
Benchmark by 3/14/2014			<b>Benchmark Assessment 3 by 3/14/2014</b>

Week	Optional Resources	Writing Focus	Grammar	Vocabulary/Spelling
1	Prentice Hall materials related to selected readings	Students will write one timed expository essay and one research paper.  <u>PH Writing Workshop</u>	<p style="text-align: center;"><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• Personal pronouns: first, second, third person; subjective pronouns in appositives and appositives phrases; subjective case pronouns used for subjective complements; objective case pronouns; possessive case pronouns; reflexive and intensive pronouns; indefinite pronouns; relative pronouns—including rules for use with specific antecedents; relative pronoun used as a subject, adjective, direct object, object of a preposition, omission of relative pronoun (reduced); rules for using who or whom; interrogative pronouns; reciprocal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selector-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
2		Exposition: How-to Essay (pp. 512-515)		
3		Exposition: Problem-and-Solution Essay (pp. 722-725)		
4		Exposition: Comparison-and-Contrast Essay (pp. 968-971)		
5		Research Writing: Research Report (pp. 1070-1075)		
CFA				
6	Prentice Hall materials related to selected readings		<p style="text-align: center;"><b>Verbals</b></p> <ul style="list-style-type: none"> <li>• participles and participial phrases (present and past) dangling participles</li> <li>• gerunds and gerunds phrases</li> <li>• infinitives and infinitive phrases (as nouns, adjectives, and adverbs)</li> </ul>	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selector-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
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Week	Standard BOLD indicates high CST #	Literature Selection(s)	Literary Terms/Reading Skills
Week 1 3/31/2014	<p><b>Site-Specific CST Prep</b></p> <p><b>Note: The CST testing window is April 9<sup>th</sup> – May 6<sup>th</sup>.</b>  <b>Dates for administration are determined by individual school sites.</b></p>		
Week 2 4/7/2014			
Week 3 4/14/2014			
Week 4 4/21/2014	<b>R 1.1, R 1.2, R 2.4, R 2.5, R 2.8, R 3.3, R 3.5, R 3.7, WA 2.4, WS 1.1, WS 1.2, WS 1.9, WC 1.1, WC 1.3</b>	Suggested Readings: <ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i></li> <li>• <i>Fahrenheit 451</i></li> <li>• <i>The House on Mango Street</i></li> <li>• <i>The Pearl</i></li> <li>• <i>The Old Man and the Sea</i></li> </ul> <p><b>Note: Please check site library for availability.</b></p>	Novel-specific terms and skills
Week 5 4/28/2014			
CFA by 5/2/2014	<b>R1.1, R1.2, R2.4, R2.5, R2.8, R3.3, R3.5, R3.7, WA 2.4, WS 1.1, WS 1.2, WS 1.9, WC 1.1, WC 1.3</b>	<p><b>CFA by 5/2/2014</b></p>	
Week 6 5/5/2014	<b>R 1.1, R 1.2, R 2.4, R 2.5, R 2.8, R 3.3, R 3.5, R 3.7, WA 2.4, WS 1.1, WS 1.2, WS 1.9, WC 1.1, WC 1.3</b>	Novel cont'd.	Novel-specific terms and skills
Week 7 5/12/2014			
Week 8 5/19/2014			
Week 9 5/26/2014			



Week	Optional Resources	Writing Focus	Grammar	Vocabulary/Spelling
1	Prentice Hall materials related to selected readings	Students will write one timed and one process persuasive essay	<p style="text-align: center;"><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• action (transitive and intransitive), linking verbs, <i>be</i> verb as linking or linking or helping verb, helping verbs (auxiliary verbs), modals; subject/verb agreement (including rules for inverted sentences); active and passive voice; mood (indicative, imperative, subjunctive); forms (regular and irregular)</li> </ul>	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selector-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
2		<i>PH Writing Workshop</i> Persuasion: Persuasive Essay (pp. 334-337)		
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6	Prentice Hall materials related to selected readings		<ul style="list-style-type: none"> <li>• tenses of verbs (present, present perfect, past, past perfect, future, future perfect); modes (present, past, and future progressive; present, past, and future perfect progressive); shall vs. will</li> </ul>	<ul style="list-style-type: none"> <li>• Site-selected vocabulary program</li> <li>• Selector-specific vocabulary</li> <li>• Roots, prefixes, and suffixes (as related to on-going vocabulary program and literary selections)</li> <li>• Connotation and denotation</li> </ul>
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# 2013-2014 Information

## Important Dates

2012-2013	Start Date - End Date	Poor Progress Date:	Grade Input End Date:
Quarter 1:	08/05/2013 - 10/4/2013	9/5/13 (4:00 p.m.)	10/4/13 (4:00 p.m.)
Quarter 2:	10/7/2013 - 12/13/2013	11/6/13 (4:00 p.m.)	12/13/13 (4:00 p.m.)
Quarter 3:	1/6/2014 - 3/14/2014	2/5/14 (4:00 p.m.)	3/14/14 (4:00 p.m.)
Quarter 4:	3/31/2014 - 6/3/2014	4/30/14 (4:00 p.m.)	6/3/14 (4:00 p.m.)

## Events Calendar

August			
September	<b>Benchmark 1</b> 9/30/13 - 10/4/13		
October	<b>CAHSEE</b> 10/1/13 - 10/2/13	Parent Summit 10/12/2013	
November			
December	<b>Benchmark 2</b> 12/9/13 - 12/13/13		
January			
February	<b>CAHSEE</b> 2/4/14 - 2/5/14		District Science Fair 2/18/14 - 2/20/14
March	<b>Benchmark 3</b> 3/10/14 - 3/14/14	<b>7th Grade Writing Test</b> 3/4/14	<b>PE Fitness Test</b> 3/14/14 - 5/14/14
April	RIMS Science Fair TBD	<b>California State Test</b> 4/8/14 - 5/4/14	Puttin' on the Ritz 4/19/14
May	Honor Your Own 5/2/14		