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**Ninth & Tenth Grade • First Quarter**

**Pacing Guide**

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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Reading: Literature</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>RL.9-10.1</strong></td>
</tr>
<tr>
<td>I CAN make inferences based on the text.</td>
</tr>
<tr>
<td>I CAN cite strong and thorough evidence from the text.</td>
</tr>
<tr>
<td>I CAN make an analysis of the text based on inferences.</td>
</tr>
<tr>
<td>I CAN cite strong and thorough evidence to support my inferences and analyses.</td>
</tr>
<tr>
<td><strong>RL.9-10.2</strong></td>
</tr>
<tr>
<td><strong>RL.9-10.4</strong></td>
</tr>
<tr>
<td>I CAN analyze the impact of word choice on the tone of a text.</td>
</tr>
<tr>
<td><strong>RL.9-10.7</strong></td>
</tr>
<tr>
<td>I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene.</td>
</tr>
<tr>
<td>I CAN read complex texts with guidance.</td>
</tr>
<tr>
<td>I CAN read complex texts independently and proficiently.</td>
</tr>
<tr>
<td><strong>RL.9-10.10</strong></td>
</tr>
<tr>
<td>I CAN identify the author’s key claim or controlling idea.</td>
</tr>
<tr>
<td><strong>RL.9-10.9</strong></td>
</tr>
<tr>
<td>I CAN analyze how the author addresses related themes and concepts.</td>
</tr>
<tr>
<td><strong>RL.9-10.10</strong></td>
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</table>

**Total**
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<th>Language</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-10</td>
<td><strong>Reading (RL.9-10)</strong></td>
<td>☐ RL.9-10.2</td>
<td>☐ RL.9-10.3</td>
<td>☐ RL.9-10.4</td>
</tr>
<tr>
<td></td>
<td>I CAN analyze in detail the development of a theme or central idea over the course of the text.</td>
<td>☐ RL.9-10.2</td>
<td>☐ RL.9-10.3</td>
<td>☐ RL.9-10.4</td>
</tr>
<tr>
<td></td>
<td>I CAN identify the specific details that support the development of a theme or central idea.</td>
<td>☐ RL.9-10.2</td>
<td>☐ RL.9-10.3</td>
<td>☐ RL.9-10.4</td>
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<tr>
<td></td>
<td>I CAN produce a summary of the text shaped by central themes or ideas.</td>
<td>☐ RL.9-10.2</td>
<td>☐ RL.9-10.3</td>
<td>☐ RL.9-10.4</td>
</tr>
<tr>
<td></td>
<td><strong>Writing (W.9-10)</strong></td>
<td>☐ W.9-10.1</td>
<td>☐ W.9-10.2</td>
<td>☐ SL.9-10.1</td>
</tr>
<tr>
<td></td>
<td>I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.</td>
<td>☐ W.9-10.1</td>
<td>☐ W.9-10.2</td>
<td>☐ SL.9-10.1</td>
</tr>
<tr>
<td></td>
<td>I CAN develop claims and counterclaims fairly and provide evidence.</td>
<td>☐ W.9-10.1</td>
<td>☐ W.9-10.2</td>
<td>☐ SL.9-10.1</td>
</tr>
<tr>
<td></td>
<td>I CAN show strengths and limitations of claims and counterclaims.</td>
<td>☐ W.9-10.1</td>
<td>☐ W.9-10.2</td>
<td>☐ SL.9-10.1</td>
</tr>
<tr>
<td></td>
<td><strong>Language (L.9-10)</strong></td>
<td>☐ L.9-10.2</td>
<td>☐ L.9-10.3</td>
<td>☐ SL.9-10.2</td>
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<tr>
<td></td>
<td>I CAN spell correctly.</td>
<td>☐ L.9-10.2</td>
<td>☐ L.9-10.3</td>
<td>☐ SL.9-10.2</td>
</tr>
<tr>
<td></td>
<td>I CAN write and edit work that conforms to style guidelines.</td>
<td>☐ L.9-10.2</td>
<td>☐ L.9-10.3</td>
<td>☐ SL.9-10.2</td>
</tr>
<tr>
<td></td>
<td>I CAN use context as a clue to determine the meaning of a word or a phrase.</td>
<td>☐ L.9-10.2</td>
<td>☐ L.9-10.3</td>
<td>☐ SL.9-10.2</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking and Listening (SL.9-10)</strong></td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
<tr>
<td></td>
<td>I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
<tr>
<td></td>
<td>I CAN determine goals, deadlines, and individual roles for discussion groups.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
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<td></td>
<td>I CAN describe ways to make collaborative decisions.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
<tr>
<td></td>
<td>I CAN evaluate collegial discussions and decision making processes used.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
<tr>
<td></td>
<td>I CAN follow agreed upon guidelines for discussion.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
<tr>
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<td>I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.</td>
<td>☐ SL.9-10.4</td>
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<td>☐ SL.9-10.6</td>
</tr>
<tr>
<td></td>
<td>I CAN question or respond to clarify, verify, or challenge conclusions posed by others.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
<tr>
<td></td>
<td>I CAN compare and contrast opinions and facts posed by peers on the designated issue or topic.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
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<td>I CAN respond thoughtfully to others’ remarks and arguments, summarizing points of agreement and disagreement.</td>
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</tr>
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<td></td>
<td>I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
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<td>I CAN recognize clear, concise, and logical presentation of information and findings.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
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<td></td>
<td>I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
</tr>
<tr>
<td></td>
<td>I CAN present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</td>
<td>☐ SL.9-10.4</td>
<td>☐ SL.9-10.5</td>
<td>☐ SL.9-10.6</td>
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English Language Arts

Pacing Guide

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<tr>
<td><strong>RL.9-10.5</strong></td>
<td>I CAN analyze how an author's choices about structuring a text create such effects as mystery, tension, or surprise.</td>
<td>I CAN spell correctly.</td>
<td>I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</td>
</tr>
<tr>
<td><strong>RL.9-10.3</strong></td>
<td>I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.</td>
<td>I CAN reference evidence from texts and research to support comments and ideas.</td>
<td>I CAN identify key supporting ideas from reading and research in context of larger themes and issues.</td>
</tr>
<tr>
<td><strong>RL.9-10.4</strong></td>
<td>I CAN analyze the cumulative effect of word choice on meaning and tone.</td>
<td>I CAN identify figures of speech within the context of the text.</td>
<td>I CAN know how to ask thought provoking questions.</td>
</tr>
<tr>
<td><strong>RL.9-10.5</strong></td>
<td>I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.</td>
<td>I CAN use appropriate formatting including headings and tables to aid in comprehension.</td>
<td>I CAN identify conclusions posed during discussions or in text.</td>
</tr>
<tr>
<td><strong>RL.9-10.6</strong></td>
<td>I CAN analyze how the author's words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.</td>
<td>I CAN anticipate the audience's knowledge of the topic while developing my support.</td>
<td>I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.</td>
</tr>
<tr>
<td><strong>RL.9-10.10</strong></td>
<td>I CAN read complex texts with guidance.</td>
<td>I CAN recognize the subtle differences between words with similar meanings.</td>
<td>I CAN evaluate personal conclusions and the conclusions of others.</td>
</tr>
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<td></td>
<td>I CAN read complex texts independently and proficiently.</td>
<td>I CAN independently gather vocabulary knowledge important to comprehension or expression.</td>
<td>I CAN respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.</td>
</tr>
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**Second Quarter**

**Writing**

- W.9-10.1 I CAN anticipate the audience's knowledge level and concerns.
- W.9-10.2 I CAN introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.
- W.9-10.4 I CAN produce clear and coherent writing.
- W.9-10.5 I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.
- W.9-10.9 I CAN apply grade-appropriate reading standards to literature.

**Language**

- L.9-10.2 I CAN spell correctly.
- L.9-10.5 I CAN interpret figures of speech within the context of the text.
- L.9-10.6 I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.

**Speaking and Listening**

- SL.9-10.1 I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.
- SL.9-10.2 I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).
- SL.9-10.4 I CAN recognize clear, concise, and logical presentation of information and findings.
- SL.9-10.5 I CAN evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.
- SL.9-10.6 I CAN describe audience, situation, and purpose.
- SL.9-10.7 I CAN identify both short and sustained research topics based on a question or a problem.
- SL.9-10.8 I CAN recognize the situation to determine if it requires formal or informal language.
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## English Language Arts

### Writing

| RL 9-10.6 | I CAN identify a particular point of view, bias, or cultural experience reflected in a work of literature from outside the United States. |
| RL 9-10.3 | I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast. |
| RL 9-10.5 | I CAN analyze how the author’s words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim. |
| RL 9-10.9 | I CAN identify themes and concepts in seminal U.S. historical and literary documents. |
| RL 9-10.10 | I CAN read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10. |
| W.9-10.1 | I CAN attend to norms/conventions of the discipline. |
| W.9-10.4 | I CAN produce clear and coherent writing. |
| W.9-10.5 | I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach. |
| W.9-10.6 | I CAN use technology, including the Internet, to produce, revise, edit, and publish writing. |
| W.9-10.7 | I CAN identify both short and sustained research topics based on a question or a problem. |
| W.9-10.8 | I CAN gather relevant information from multiple credible print and digital sources. |
| W.9-10.9 | I CAN draw evidence to support an analysis, reflection, or answer a research question. |
| W.9-10.10 | I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision. |

### Language

| L.9-10.2 | I CAN spell correctly. |
| L.9-10.6 | I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking, and listening at the college and career readiness level. |
| L.9-10.1 | I CAN recognize significant information for the needs of the audience. |

### Speaking and Listening

| SL 9-10.1 | I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts. |
| SL 9-10.2 | I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally). |
| SL 9-10.4 | I CAN recognize clear, concise, and logical presentation of information and findings. |

## Fourth Quarter

- **Grades 9-10**
- **Pacing Guide**
- **English Language Arts**

- **Reading:**
  - RL.9-10.10
  - RL.9-10.7
  - RL.9-10.9
  - RL.9-10.10

- **Writing:**
  - W.9-10.1
  - W.9-10.4
  - W.9-10.5
  - W.9-10.6
  - W.9-10.7
  - W.9-10.8
  - W.9-10.9
  - W.9-10.10

- **Language:**
  - L.9-10.2
  - L.9-10.6

- **Speaking and Listening:**
  - SL.9-10.1
  - SL.9-10.2
  - SL.9-10.4

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Grades 9-10

**proficiently.**

changed from the original work.

and/or transforms source material.

two different artistic representations of the same

are shaped by world experiences.

United States.

from outside the United States.

cultural experience reflected in a work of literature

read complex texts independently and

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