

Vocabulary	
Recommended Texts*	Resources*

* List your recommended texts and resources - we will be collecting them at the end of the year.



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Superintendent

Mark Coscarella, Ed.D.
Associate Superintendent

Mara Lud
*Director of Elementary,
Middle Years & Student
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Delsa Chapman
*Director of Magnet Programs
& High Schools*

Many thanks to...
the teachers and administrators
who helped develop and revise
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Ninth & Tenth Grade • First Quarter
Pacing Guide



English Language Arts

Introduction to Your English Language Arts Pacing Guide

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<div> <div> Grades 9-10 English Language Arts First Quarter </div> </div>				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.9-10.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN clearly determine what the text says. <input type="checkbox"/> I CAN make inferences based the text. <input type="checkbox"/> I CAN cite strong and thorough evidence from the text. <input type="checkbox"/> I CAN make an analysis of the text based on inferences. <input type="checkbox"/> I CAN cite strong and thorough evidence to support my inferences and analyses. <p>RL.9-10.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN determine the theme or central idea. <p>RL.9-10.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN interpret the figurative and connotative meaning of words and phrases. <input type="checkbox"/> I CAN analyze the impact of word choice on the tone of a text. <p>RL.9-10.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene. <input type="checkbox"/> I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene. <p>RL.9-10.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read complex texts with guidance. <input type="checkbox"/> I CAN read complex texts independently and proficiently. 	<p>RI.9-10.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN clearly determine what the text says. <input type="checkbox"/> I CAN cite strong and thorough evidence from the text. <input type="checkbox"/> I CAN make inferences based on strong and thorough evidence from the text. <input type="checkbox"/> I CAN identify the difference between fact and opinion. <input type="checkbox"/> I CAN cite strong and thorough evidence to support my inferences and analyses. <p>RI.9-10.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN determine the theme or central idea. <p>RI.9-10.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify the main ideas in the text. <p>RI.9-10.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify and determine the literal, figurative (including simile, metaphor, personification, hyperbole, idiom), and technical meanings of words. <input type="checkbox"/> I CAN analyze the impact of word choice on the tone of a text. <input type="checkbox"/> I CAN analyze the impact of word choice on the meaning of a text. <p>RI.9-10.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author. <input type="checkbox"/> I CAN identify the author’s key claim or controlling idea. <p>RI.9-10.9</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify themes and concepts in seminal U.S. historical and literary documents. <input type="checkbox"/> I CAN analyze how the author addresses related themes and concepts. <p>RI.9-10.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10. 	<p>W.9-10.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN introduce an exact claim. <input type="checkbox"/> I CAN distinguish claims from alternate or opposing arguments. <input type="checkbox"/> I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence. <input type="checkbox"/> I CAN develop claims and counterclaims fairly and provide evidence. <input type="checkbox"/> I CAN show strengths and limitations of claims and counterclaims. <p>W.9-10.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples. <p>W.9-10.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN engage and familiarize the reader to my narrative by introducing a problem, situation, or observation. <input type="checkbox"/> I CAN establish one or multiple points of view. <input type="checkbox"/> I CAN introduce a narrator and/or characters. <input type="checkbox"/> I CAN create a progression of experiences or events. <input type="checkbox"/> I CAN use narratives techniques such as dialogue and pacing to develop experiences, events and/or characters. <input type="checkbox"/> I CAN use a variety of transitions to develop a coherent sequence of events. <input type="checkbox"/> I CAN use precise words and phrases. <input type="checkbox"/> I CAN describe details using sensory language to convey a vivid picture. <input type="checkbox"/> I CAN write a conclusion/resolution that reflects on the experience portrayed in the narrative. <p>W.9-10.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN produce clear and coherent writing. <input type="checkbox"/> I CAN attend to organization, style, purpose, and audience. 	<p>L.9-10.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use parallel structure when writing and/or speaking. <input type="checkbox"/> I CAN use various types of phrases such as participial, preposition, and adverbial to convey specific meanings and add interest to writing or presentations. <input type="checkbox"/> I CAN use various types of clauses such as independent, dependent, and relative to convey specific meanings and add interest to writing or presentations. <p>L.9-10.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use a semicolon to link two or more closely related independent clauses. <input type="checkbox"/> I CAN use a conjunctive adverb to link two or more closely related independent clauses. <input type="checkbox"/> I CAN use a colon to introduce a list or a quotation. <input type="checkbox"/> I CAN spell correctly. <p>L.9-10.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level. <input type="checkbox"/> I CAN independently gather vocabulary knowledge important to comprehension or expression. 	<p>SL.9-10.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts. <input type="checkbox"/> I CAN determine goals, deadlines, and individual roles for discussion groups. <input type="checkbox"/> I CAN describe ways to make collaborative decisions (e.g., informal consensus). <input type="checkbox"/> I CAN evaluate collegial discussions and decision making processes used. <input type="checkbox"/> I CAN follow agreed upon guidelines for discussion. <input type="checkbox"/> I CAN formulate opinions, ideas, and conclusions based on prior and new evidence. <input type="checkbox"/> I CAN question or respond to clarify, verify, or challenge conclusions posed by others. <input type="checkbox"/> I CAN compare and contrast opinions and facts posed by peers on the designated issue or topic. <input type="checkbox"/> I CAN respond thoughtfully to others’ remarks and arguments, summarizing points of agreement and disagreement. <p>SL.9-10.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally). <p>SL.9-10.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN recognize clear, concise, and logical presentation of information and findings. <input type="checkbox"/> I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task. <input type="checkbox"/> I CAN present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

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Ninth & Tenth Grade • Second Quarter

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Grades 9-10English Language ArtsSecond Quarter				
Writing			Language	Speaking and Listening
<p>RL.9-10.2</p> <p><input type="checkbox"/> I CAN I CAN analyze in detail the development of a theme or central idea over the course of the text.</p> <p><input type="checkbox"/> I CAN identify the specific details that support the development of a theme or central idea.</p> <p><input type="checkbox"/> I CAN produce a summary of the text shaped by central themes or ideas.</p>	<p>RI.9-10.2</p> <p><input type="checkbox"/> I CAN identify the points where the central ideas are developed.</p> <p><input type="checkbox"/> I CAN analyze in detail the development of a theme or central idea.</p> <p><input type="checkbox"/> I CAN identify the specific details that support the development of a theme or central idea.</p> <p><input type="checkbox"/> I CAN produce a summary of the text shaped by central themes or ideas.</p>	<p>W.9-10.1</p> <p><input type="checkbox"/> I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.</p> <p><input type="checkbox"/> I CAN develop claims and counterclaims fairly and provide evidence.</p> <p><input type="checkbox"/> I CAN show strengths and limitations of claims and counterclaims.</p>	<p>L.9-10.2</p> <p><input type="checkbox"/> I CAN spell correctly.</p>	<p>SL.9-10.1</p> <p><input type="checkbox"/> I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</p> <p><input type="checkbox"/> I CAN determine goals, deadlines, and individual roles for discussion groups.</p> <p><input type="checkbox"/> I CAN describe ways to make collaborative decisions.</p> <p><input type="checkbox"/> I CAN evaluate collegial discussions and decision making processes used.</p> <p><input type="checkbox"/> I CAN follow agreed upon guidelines for discussion.</p> <p><input type="checkbox"/> I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.</p> <p><input type="checkbox"/> I CAN question or respond to clarify, verify, or challenge conclusions posed by others.</p> <p><input type="checkbox"/> I CAN compare and contrast opinions and facts posed by peers on the designated issue or topic.</p> <p><input type="checkbox"/> I CAN respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.</p>
<p>RL.9-10.3</p> <p><input type="checkbox"/> I CAN identify the attributes of a complex character.</p> <p><input type="checkbox"/> I CAN analyze how complex characters develop over the course of a text.</p> <p><input type="checkbox"/> I CAN analyze how complex characters interact with other characters.</p> <p><input type="checkbox"/> I CAN analyze how complex characters advance the plot or develop the theme.</p>	<p>RI.9-10.3</p> <p><input type="checkbox"/> I CAN identify the author's point-of-view about the main ideas.</p> <p><input type="checkbox"/> I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.</p> <p><input type="checkbox"/> I CAN identify and analyze the connections the author makes between ideas and supporting details.</p>	<p>W.9-10.2</p> <p><input type="checkbox"/> I CAN introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p><input type="checkbox"/> I CAN use appropriate formatting including headings and tables to aid in comprehension.</p> <p><input type="checkbox"/> I CAN anticipate the audience's knowledge of the topic while developing my support.</p> <p><input type="checkbox"/> I CAN use appropriate transitions to link major sections of the text.</p> <p><input type="checkbox"/> I CAN create cohesion and clarify the relationships among complex ideas and concepts.</p> <p><input type="checkbox"/> I CAN use exact language and topic-appropriate vocabulary.</p> <p><input type="checkbox"/> I CAN establish and maintain a formal style in my writing.</p> <p><input type="checkbox"/> I CAN write using an objective tone.</p> <p><input type="checkbox"/> I CAN maintain writing norms and use appropriate writing conventions.</p> <p><input type="checkbox"/> I CAN write a conclusion statement or paragraph that summarizes the information presented in the writing.</p>	<p>L.9-10.3</p> <p><input type="checkbox"/> I CAN write and edit work that conforms to style guidelines.</p>	<p>SL.9-10.2</p> <p><input type="checkbox"/> I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).</p>
<p>RL.9-10.4</p> <p><input type="checkbox"/> I CAN identify and analyze figurative language.</p> <p><input type="checkbox"/> I CAN identify and analyze connotative language.</p> <p><input type="checkbox"/> I CAN identify and analyze the impact of poetic and literary devices.</p> <p><input type="checkbox"/> I CAN analyze the impact of word choice on the meaning of a text.</p>	<p>RI.9-10.4</p> <p><input type="checkbox"/> I CAN analyze the cumulative effect of word choice on meaning and tone.</p>	<p>W.9-10.4</p> <p><input type="checkbox"/> I CAN produce clear and coherent writing.</p> <p><input type="checkbox"/> I CAN attend to organization, style, purpose, and audience.</p>	<p>L.9-10.4</p> <p><input type="checkbox"/> I CAN use context as a clue to determine the meaning of a word or a phrase.</p>	<p>SL.9-10.4</p> <p><input type="checkbox"/> I CAN recognize clear, concise, and logical presentation of information and findings.</p> <p><input type="checkbox"/> I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.</p> <p><input type="checkbox"/> I CAN present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</p>
<p>RL.9-10.7</p> <p><input type="checkbox"/> I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene.</p> <p><input type="checkbox"/> I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene.</p>	<p>RI.9-10.5</p> <p><input type="checkbox"/> I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.</p> <p><input type="checkbox"/> I CAN identify the author's key claim or controlling idea.</p> <p><input type="checkbox"/> I CAN analyze how the author's words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.</p>	<p>W.9-10.5</p> <p><input type="checkbox"/> I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p><input type="checkbox"/> I CAN recognize significant information for the needs of audience and purpose.</p> <p><input type="checkbox"/> I CAN edit my writing using conventions of Standard English.</p>	<p>L.9-10.6</p> <p><input type="checkbox"/> I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p><input type="checkbox"/> I CAN independently gather vocabulary knowledge important to comprehension or expression.</p>	
<p>RL.9-10.10</p> <p><input type="checkbox"/> I CAN read complex texts with guidance.</p> <p><input type="checkbox"/> I CAN read complex texts independently and proficiently.</p>	<p>RI.9-10.6</p> <p><input type="checkbox"/> I CAN identify the author's point-of-view and purpose.</p>			
	<p>RI.9-10.9</p> <p><input type="checkbox"/> I CAN identify themes and concepts in seminal U.S. historical and literary documents.</p> <p><input type="checkbox"/> I CAN analyze how the author addresses related themes and concepts.</p>			

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Ninth & Tenth Grade • Third Quarter

Pacing Guide



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Grades 9-10			English Language Arts		Third Quarter
Writing			Language	Speaking and Listening	
<p>RL.9-10.5</p> <ul style="list-style-type: none">□ I CAN analyze how an author’s choices about structuring a text create such effects as mystery, tension, or surprise.□ I CAN analyze how an author’s choices about ordering events creates such effects as mystery, tension, or surprise.□ I CAN analyze how an author’s choices about manipulating time creates such effects as mystery, tension, or surprise. <p>RL.9-10.7</p> <ul style="list-style-type: none">□ I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene.□ I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene. <p>RL.9-10.10</p> <ul style="list-style-type: none">□ I CAN read complex texts with guidance.□ I CAN read complex texts independently and proficiently.	<p>RI.9-10.3</p> <ul style="list-style-type: none">□ I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast. <p>RL.9-10.4</p> <ul style="list-style-type: none">□ I CAN analyze the cumulative effect of word choice on meaning and tone. <p>RL.9-10.5</p> <ul style="list-style-type: none">□ I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.□ I CAN identify the author’s key claim or controlling idea.□ I CAN analyze how the author’s words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim. <p>RL.9-10.6</p> <ul style="list-style-type: none">□ I CAN identify the rhetorical devices and appeals used by the author to reinforce point-of-view and purpose.□ I CAN analyze how the author’s choice of words and appeals advance his/her purpose and point-of-view. <p>RL.9-10.7</p> <ul style="list-style-type: none">□ I CAN identify a subject using different mediums to tell the same story.□ I CAN determine which details are emphasized in each account.□ I CAN analyze the impact of the differing details on the meanings of diverse accounts.□ I CAN analyze the impact on the diverse accounts through the use of a specific media. <p>RL.9-10.8</p> <ul style="list-style-type: none">□ I CAN identify rhetorical devices and argument structures used to present a claim/claims.□ I CAN evaluate the validity, relevance, and sufficiency of the reasoning and evidence.□ I CAN identify whether or not a statement or its reasoning is fallacious. <p>RL.9-10.9</p> <ul style="list-style-type: none">□ I CAN identify themes and concepts in seminal U.S. historical and literary documents.□ I CAN analyze how the author addresses related themes and concepts.	<p>W.9-10.1</p> <ul style="list-style-type: none">□ I CAN anticipate the audience’s knowledge level and concerns. <p>W.9-10.2</p> <ul style="list-style-type: none">□ I CAN introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.□ I CAN use appropriate formatting including headings and tables to aid in comprehension.□ I CAN anticipate the audience’s knowledge of the topic while developing my support.□ I CAN create cohesion and clarify the relationships among complex ideas and concepts.□ I CAN use exact language and topic-appropriate vocabulary.□ I CAN establish and maintain a formal style in my writing.□ I CAN write using an objective tone.□ I CAN maintain writing norms and use appropriate writing conventions.□ I CAN write a conclusion statement or paragraph that summarizes the information presented in the writing. <p>W.9-10.4</p> <ul style="list-style-type: none">□ I CAN produce clear and coherent writing.□ I CAN attend to organization, style, purpose, and audience. <p>W.9-10.5</p> <ul style="list-style-type: none">□ I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.□ I CAN recognize significant information for the needs of audience and purpose.□ I CAN edit my writing using conventions of Standard English. <p>W.9-10.7</p> <ul style="list-style-type: none">□ I CAN identify both short and sustained research topics based on a question or a problem.□ I CAN find and interpret multiple sources to answer my question or solve my problem. <p>W.9-10.9</p> <ul style="list-style-type: none">□ I CAN apply grade-appropriate reading standards to literature.□ I CAN apply grade-appropriate reading standards to non-fiction texts.□ I CAN draw evidence to support analysis, reflection, or answer a research question.	<p>L.9-10.2</p> <ul style="list-style-type: none">□ I CAN spell correctly. <p>L.9-10.5</p> <ul style="list-style-type: none">□ I CAN interpret figures of speech within the context of the text.□ I CAN analyze the role different figures of speech play in the text.□ I CAN analyze the subtle differences between words with similar meanings. <p>L.9-10.6</p> <ul style="list-style-type: none">□ I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.□ I CAN independently gather vocabulary knowledge important to comprehension or expression.	<p>SL.9-10.1</p> <ul style="list-style-type: none">□ I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.□ I CAN reference evidence from texts and research to support comments and ideas□ I CAN identify key supporting ideas from reading and research in context of larger themes and issues.□ I CAN know how to ask thought provoking questions.□ I CAN identify conclusions posed during discussions or in text.□ I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.□ I CAN evaluate personal conclusions and the conclusions of others.□ I CAN respond thoughtfully to others’ remarks and arguments, summarizing points of agreement and disagreement. <p>SL.9-10.2</p> <ul style="list-style-type: none">□ I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).□ I CAN evaluate the credibility of each source.□ I CAN evaluate the accuracy of each source. <p>SL.9-10.4</p> <ul style="list-style-type: none">□ I CAN recognize clear, concise, and logical presentation of information and findings.□ I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.□ I CAN present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. <p>SL.9-10.5</p> <ul style="list-style-type: none">□ I CAN evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.□ I CAN use digital media strategically to enhance understanding and add interest. <p>SL.9-10.6</p> <ul style="list-style-type: none">□ I CAN describe audience, situation, and purpose.□ I CAN identify qualities of formal and informal speech.□ I CAN evaluate audience needs (including perceptions and misconceptions).□ I CAN analyze the situation to determine if it requires formal or informal language.□ I CAN speak effectively in a variety of situations.	

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Ninth & Tenth Grade • Fourth Quarter

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Grades 9-10			English Language Arts		Fourth Quarter				
Writing			Language	Speaking and Listening					
<p>RL.9-10.6</p> <p>□ I CAN identify a particular point of view, bias, or cultural experience reflected in a work of literature from outside the United States.</p> <p>□ I CAN identify points of view, biases, and cultural experiences reflected in multiple texts from outside the United States.</p> <p>□ I CAN analyze how points of view, biases, and cultural experiences of authors and/or characters are shaped by world experiences.</p>	<p>RI.9-10.3</p> <p>□ I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.</p>	<p>W.9-10.1</p> <p>□ I CAN attend to norms/conventions of the discipline.</p> <p>□ I CAN provide a concluding statement that follows from and supports the argument presented.</p>	<p>L.9-10.2</p> <p>□ I CAN spell correctly.</p>	<p>SL.9-10.1</p> <p>□ I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</p> <p>□ I CAN reference evidence from texts and research to support comments and ideas.</p> <p>□ I CAN know how to ask thought provoking questions.</p> <p>□ I CAN identify conclusions posed during discussions or in text.</p> <p>□ I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.</p> <p>□ I CAN evaluate personal conclusions and the conclusions of others.</p> <p>□ I CAN respond thoughtfully to others’ remarks and arguments, summarizing points of agreement and disagreement.</p>					
						<p>RL.9-10.7</p> <p>□ I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene.</p> <p>□ I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene.</p>	<p>RI.9-10.5</p> <p>□ I CAN analyze how the author’s words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.</p>	<p>W.9-10.4</p> <p>□ I CAN produce clear and coherent writing.</p> <p>□ I CAN attend to organization, style, purpose, and audience.</p>	<p>L.9-10.6</p> <p>□ I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p>□ I CAN independently gather vocabulary knowledge important to comprehension or expression.</p>
						<p>RL.9-10.9</p> <p>□ I CAN identify when and how an author draws on and/or transforms source material.</p> <p>□ I CAN analyze how the source material has changed from the original work.</p>	<p>RI.9-10.9</p> <p>□ I CAN identify themes and concepts in seminal U.S. historical and literary documents.</p> <p>□ I CAN analyze how the author addresses related themes and concepts similarly.</p>	<p>W.9-10.5</p> <p>□ I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p>□ I CAN recognize significant information for the needs of audience and purpose.</p> <p>□ I CAN edit my writing using conventions of Standard English.</p>	
						<p>RL.9-10.10</p> <p>□ I CAN read complex texts with guidance.</p> <p>□ I CAN read complex texts independently and proficiently.</p>	<p>RI.9-10.10</p> <p>□ I CAN read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10.</p>	<p>W.9-10.6</p> <p>□ I CAN use technology, including the Internet, to produce, revise, edit, and publish writing.</p> <p>□ I CAN use technology to display information.</p> <p>□ I CAN use technology to interact and collaborate with others for an intended purpose.</p>	
		<p>W.9-10.7</p> <p>□ I CAN identify both short and sustained research topics based on a question or a problem.</p> <p>□ I CAN find and interpret multiple sources to answer my question or solve my problem.</p> <p>□ I CAN narrow or broaden the inquiry when appropriate.</p> <p>□ I CAN synthesize information from multiple sources.</p>		<p>SL.9-10.2</p> <p>□ I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).</p> <p>□ I CAN evaluate the credibility of each source.</p> <p>□ I CAN evaluate the accuracy of each source.</p>					
		<p>W.9-10.8</p> <p>□ I CAN gather relevant information from multiple credible print and digital sources.</p> <p>□ I CAN use advanced searches effectively.</p> <p>□ I CAN integrate information into the text selectively to maintain flow of ideas and avoid plagiarism.</p> <p>□ I CAN follow a standard format of citation.</p>							
		<p>W.9-10.9</p> <p>□ I CAN draw evidence to support an analysis, reflection, or answer a research question.</p>							
		<p>W.9-10.10</p> <p>□ I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</p> <p>□ I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences.</p>							