

2017-2018

CPSD ENGLISH LANGUAGE ARTS  
PACING GUIDE



Ninth Grade

Canton Public School District  
2017-2018 Pacing Guides

**Frequently Asked Questions and Guidance**

**Frequently Asked Questions**

**1. Where are the district's pacing guides located? What is their purpose?**

Pacing guides for the 2017-2018 school year can be found on Canton Public School District's website under Teacher Resources. Pacing guides have been developed for grades K-12 in English Language Arts, Mathematics, Science, and Social Studies.

The district's pacing guides:

- ensure that instruction addresses all of the Mississippi College and Career Readiness Standards for English Language Arts and Mathematics and the Curriculum Frameworks for Social Studies and Science;
- provide consistency district-wide for the pace, rigor, and equity of standards; and,
- address student mobility and the need for uniformity of instruction.

**2. How were the pacing guides developed and by whom? What if I would like to suggest a change to the pacing guides?**

The pacing guides were developed by teams of teachers with feedback from the district's content staff and administrators. District staff and teachers considered state standards and objectives, state assessment blueprints, and the district's calendar when developing the pacing guides.

ELA and Mathematics content staff will consider changes to the pacing guides twice yearly (at the end of the first semester and at the end of the second semester of each school year). Administrators should compile their teachers' suggestions and submit them to the district's content staff during the week prior to Thanksgiving Break during the first semester and the week prior to

the end of the school year during the second semester. **Revisions will only be considered during these windows.** If warranted, changes will be made to the pacing guides prior to the next semester.

**3. How are these pacing guides different from other pacing guides that we have used in the district?**

These pacing guides are different because the standards are paced by term rather than by day or week. This gives teachers more flexibility in deciding how and when to teach standards. This format also emphasizes the best practice of recognizing that many standards are ongoing and should be taught throughout the year.

**4. What is the best way to interpret the pacing guides?**

The pacing guides were developed to be easily understood. Quick explanations for English Language Arts and Mathematics are found below:

*English Language Arts*

Many of the standards in the College and Career Readiness Standards for English Language Arts are ongoing; in fact, most of them are. With that fact considered, the pacing guides for ELA indicate at what point during the year standards should be introduced (**I**), practiced (**P**), assessed (**A**), and mastered (**M**). Some standards may be assessed during the year to determine students' progress even though they may not be expected to master the standard until later. This reinforces the concept that we should frequently conduct formative assessments to inform instruction and determine which students are in need of intervention. Teachers should use the **Scaffolding Document** to assist in planning lessons and interventions.

*Mathematics*

The mathematics pacing guides are composed of the standards set forth by the state of Mississippi's College and Career Readiness Standards. Several of these standards are presented during a nine-week period for mastery. The district will assess these standards for mastery at the end of the nine-week period. District assessments will be comprehensive; therefore, these standards will also be assessed within future district assessments. The Pacing Guides give teachers a list of standards to be covered within a nine-week period. The guides do not dictate the order or cluster of how the standards will be taught. Teachers should also use the **Scaffolding Document** to assist in

planning lessons. Please note that there are several new standards added to the MS CCRS for Mathematics this year. These standards may not be found in your textbooks; therefore, these standards will be integrated within the curriculum with other standards that can be clustered together.

**5. Are the pacing guides stand-alone documents?**

No. The pacing guides are part of a collection of instructional documents to assist teachers in planning instruction and assessments. The other documents that should be used throughout the school year are the Pacing Planning Tool, Quick Calendar, the College and Career Readiness Standards (or frameworks for subjects other than ELA and mathematics), and MDE's scaffolding documents for ELA and mathematics.

The Pacing Planning tool helps teachers make the broad vision of the standards more specific. The Quick Calendar provides teachers with a quick glance of what standards will be covered on any given day in a month. MDE's scaffolding documents for ELA and mathematics provide teachers with guidance on prerequisites for standard mastery, key concepts within standards, and examples of evidence of student mastery. These tools are excellent resources for planning lessons, developing assessments, and identifying points of intervention for struggling students.

The College and Career Readiness Standards and Curriculum Frameworks include the standards or objectives for each grade level as well as the standards or objectives for proceeding and following grade levels. The ELA and Mathematics College and Career Readiness Standards both contain glossaries of terms that are beneficial for teachers.

If you find that you need support in narrowing the focus of the pacing guides, please contact your principal. They have tools that can assist you in making the broad range of the term-based pacing guides more specific.

**6. Will the district's assessments be aligned to the standards in the pacing guides?**

Our district assessments are designed to provide a snapshot of the learning process throughout the school year. The district's assessments are aligned with the timing and content of the pacing guides. Standards will be assessed according to their

appearance within the term indicated on the pacing guide. Ongoing standards will be assessed at multiple points throughout the year.

**7. Whom should I contact if I need assistance with planning lessons using the pacing guides and supporting documents?**

Teachers have several options for instructional support within the district. Building principals, instructional specialists, assistant principals, and district content coordinators are available to assist you with instructional planning.

**9<sup>th</sup> Grade 1<sup>st</sup>-4<sup>th</sup> 9 Weeks  
Pacing Guide 2017-2018**

**Reading: Literature**

**Instructional  
Term**

**1    2    3    4**

RL.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as inferences drawn from the text.	I P A	P A M	P A M	P A M
RL.9.2	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.	I P A	P A M	P A M	P A M
RL.9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	I P A	P A M	P A M	P A M
RL.9.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	I P A M	P A M	P A M	P A M
RL.9.5	Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time creates such effects as mystery, tension, and surprise.	I, P, A	P A M	P A M	P A M
RL.9.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		I P A	P A M	P A M
RL.9.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.		I P	P A M	P A M
RL.9.8	Not applicable to literature.				
RL.9.9	Analyze how an author draws on and transforms source material in a specific work.		I P	P A M	P A M
RL.9.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems; in the grades 9-10 text complexity band proficiently, with scaffolding needed at the high end of the range.	I	P	P	M

**Reading Informational Text**

**Instructional  
Term**

**1    2    3    4**

RI.9.1	Cite the textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I P A	P A M	P A M	P A M
RI.9.2	Determine central idea(s) of a text and analyze in detail its development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.	I, P A	P A M	P A M	P A M

RI.9.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	I, P, A	P A M	P A	P A
RI.9.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	I, P, A, M	P A	P A	P A
RI.9.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.		I P A	P A M	P A
RI.9.6	<b>Determine</b> an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	I P	P A	P A M	P A
RI.9.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.		I P	P A M	P A
RI.9.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		I P	A P	P A M
RI.9.9	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	I P	P A	P M A	P A
RI.9.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	P	M	A
<b>Writing</b>		<b>Instructional Term</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>W.9.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	I P	P A	P A	A M
<i>W.9.1a</i>	Introduce precise claim(s), distinguish the claims(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	I P	P A	P A	A M
<i>W.9.1b</i>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	I P	P A	P A	A M
<i>W.9.1c</i>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	I P	P A	P A	A M

<i>W.9.1d</i>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	I P	P A	P A	A M
<i>W.9.1e</i>	Provide a concluding statement or section that follows from and supports the argument presented.	I P	P A	P A	A M



Writing		Instructional Term			
		1	2	3	4
<b>W.9.2</b>	Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		I P	P A M	P A
<i>W.9.2a</i>	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		I P	P A M	P A
<i>W.9.2b</i>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		I P	P A M	P A
<i>W.9.2c</i>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		I P	P A M	P A
<i>W.9.2d</i>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		I P	P A M	P A
<i>W.9.2e</i>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		I P	P A M	P A
<i>W.9.2f</i>	Provide a concluding statement or section that follows from and supports the information or explanation presented.		I P	P A M	P A
<b>W.9.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-chosen details, and well-structured event sequences.	I P A M	P A	P A	P
<i>W.9.3a</i>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	I P A M	P A	P A	P
<i>W.9.3b</i>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.	I P A M	P A	P A	P
<i>W.9.3c</i>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	I P A M	P A	P A	P
<i>W.9.3d</i>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	I P A M	P A	P A	P

W.9.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	I P A M	P A	P A	P
W.9.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I P A M	P A	P A	P
W.9.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	I P A M	P A	P A	P
W.9.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	I P A M	P A	P A	P
W.9.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		I P	P A	P A M
W.9.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		I P	P A	P A M
<b>W.9.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.		I P	P A	P A M
W.9.9a	Apply grade 9-10 Reading standards to literary texts.		I P	P A	P A M
W.9.9b	Apply grade 9-10 Reading standards to literary nonfiction and/or informational texts.		I P	P A	P A M
W.9.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I A	P A	P A M	P

## Speaking and Listening

		Instructional Term			
		1	2	3	4
<b>SL.9.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	I P	P A	P A	M
<i>SL.9.1a</i>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	I P	P A	P A	M
<i>SL.9.1b</i>	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.	I P	P A	P A	M
<i>SL.9.1c</i>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	I P	P A	P A	M
<i>SL.9.1d</i>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	I P	P A	P A	M
SL.9.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	I P	P A	P A	M
SL.9.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		I P A	P A	M
SL.9.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	I P	P A	P A	M
SL.9.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence and to add to interest.	I P	P A	P A	M
SL.9.6	Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I P	P A	P A	M

Language		Instructional Term			
		1	2	3	4
<b>L.9.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I P	P A	P A	P A
<i>L. 9.1a</i>	Use parallel structure.	I P A M	P A	P A	P A
<i>L.9.1b</i>	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	I P	P A	P A	P A
<b>L.9.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I P	P A	P A	A M
<i>L.9.2a</i>	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	I P A M	P A	P A	P A
<i>L.9.2b</i>	Use a colon to introduce a list or quotation.	I P A M	P A	P A	P A
<i>L.9.2c</i>	Spell correctly.	I P	P A	P A M	P A
<b>L.9.3</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	I P	P A	P A	M
<i>L.9.3a</i>	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	I P A	P A	P A	M
<b>L.9.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	I P	P	P	M
<i>L.9.4a</i>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I P A M	P A	P A	M
<i>L.9.4b</i>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	I P A M	P A	P A	M

<i>L.9.4c</i>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	I P A M	P A	P A	M
<i>L.9.4d</i>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I P A M	P A	P A	M
<b>L.9.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I P A M	P A	P A	M
<i>L.9.5a</i>	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	I P A M	P A	P A	M
<i>L.9.5b</i>	Analyze nuances in the meaning of words with similar denotations.	I P A M	P A	P A	M
L.9.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I P A M	P A	P A	M

Note: The bold letter (M) indicates the nine weeks in which the standard will be assessed. (PA) means that standard will be practiced and assessed but will be assessed for mastery in the term indicated.

**\*\*M-Mastered**

**\*\*I-Introduced**

**\*\*P-Practiced**

**\*\*A-Assessed**