

Revised July 31, 2019

Dear English 1 & 2 Bridge Course Teachers:

Congratulations on your assignment to English 1 & II! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The

North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. NC no longer has common core standards. Therefore, this

revised English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

Things to Remember:

1. Standards are paced in *nine weeks within two quarters*: Literature (RL), Information Text (RI), Foundational Reading Skills (RF), Language (L), & Writing (W)
2. Cluster each quarter of standards into 2 week units to accomplish all standards.
3. Design formative and summative assessments to assess the bi-weekly units. Post outcomes on your data wall.
4. Pacing Guide Interpretation: **"X"**--*not taught this quarter*; **Numbers** --*quarter taught*; **"P"** --*performed routinely in small teacher-led groups to ensure mastery*
5. Speaking and listening" standards are NOT paced in this guide as they are on-going in the practice of all other standards.
6. All *"Speaking and Listening"* standards are introduced, modeled & discussed during first quarter, but utilized and monitored throughout each quarter
7. Classroom learning environment must include posted *"listening and speaking"* behaviors in *quality* whole group and collaborative small group tasks
8. See *"Developing Collaborative Classroom Guide"* for help with the implementation of Speaking & Listening standards in the learning environment.

Fidelity to Instructional Minutes:

- The English 1 & II block consists of a minimum 60-minute reading segment and a minimum 30-minute writing segment.
- The writing block is a separate 30-minute segment. Students are instructed in the formal writing process. An Editing Anchor Chart is included in this guide.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*

- English II Language, *Vocabulary Acquisition and Usage* Standards, are taught during the reading segment (Ex. L.9-10.4a; L9-10.5a).
- English II *Language, Conventions of Standard English Grammar and Usage* Standards, are taught during the separate 30-minute writing segment.
- Use the *Halifax ELA Literacy Framework* to assist with selecting & planning: *pedagogy, remediation and student engagement*.
- Follow the pacing guide.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

Halifax County Schools: ELA Semester Pacing Guide Revisions: July 31, 2019

9th – 10th Grades: English 1 & 2 Semester At-a-Glance

Literature Text (RL) Informational Text (RI)

Key Ideas and Details

Quarters (Q)

1 2 3 4

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Quarters (Q)

Key Ideas and Details

1 P RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

P P

RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

1 X RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3 X

RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

X 2 RI.9-10.3 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.

X 4

Craft and Structure Quarters (Q) Craft and Structure Quarters (Q)

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.

P P RI.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

P P

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

1 X RI.9-10.5 Analyze how an author's ideas or claims are developed and

refined by particular sentences, paragraphs, or larger portions of a text.

3 X

RL.9-10.6 Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

X 2 RI.9-10.6 Determine 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

X 4

Quarters

Integration of Knowledge and Ideas

Quarters Integration of Knowledge and Ideas

1 2 1 2

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

X 2 RI.9-10.7 Analyze various accounts of a subject told in different

3 X mediums, determining which details are emphasized in each account.

RL.9-10.8 N/A X X RI.9-10.8 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.

X 4

RL.9-10.9 Analyze how an author adopts or adapts source material in a specific work.

X 4

Range of Reading and Level of Text Complexity **Quarters Range of Reading and Level of Text Complexity** **Quarters**

L.9.10 By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

L.10.10 By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

1 X RI.9-10.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.

P P

P P

RI.9.10 By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

RI.10.10 By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

P P

P P

Halifax County Schools: ELA Quarterly-Pacing Guide **Revisions: July 31, 2019**

9th – 10th Grades: Language At-a-Glance **Quarters**

RL.9-10.1 Foundational Reading Skills 1 2

RF 9-10. Know and apply grade-level phonics

and word analysis skills in decoding words. a.
Identify and know the meaning of the most

common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-

1 2

appropriate irregularly spelled words

Subject/Verb Continue to ensure subject/ verb agreement 1 2

interrogative, conditional moods

Verbs • Explain the function of verbals (such as gerunds or participles)

- Form and use verbs in active & passive voice
- Form and use indicative, imperative,

• Recognize and correct inappropriate shifts in voice and mood

• Form and use transitive/intransitive verbs
1 2

Adjectives • Form and use compound adjectives 1 2

Conjunctions • Continue to use coordinating and subordinating conjunctions

- Use correlative conjunctions (such as either/or)
- 1 2

compound-complex sentences to signal differing relationships among ideas

1 2

Adverbs • Use adverbs that modify adjectives

- Use adverbs that modify adverbs
- 1 2

Pronouns • Ensure that pronouns are in the proper case (subjective, objective, possessive)

• Use intensive pronouns

• Recognize and correct inappropriate shifts in pronoun number and person

• Recognize and correct vague pronouns

• Continue to ensure pronoun-antecedent agreement • Recognize and apply the nominative case and objective case

1 2

Sentences • Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences

- Choose among simple, compound, complex, and

Interjections • Continue to use interjections 1 2

within

Phrases and Clauses • Explain the function of phrases and clauses in general and their function in specific sentences • Place phrases and clauses

a sentence and recognize/ correct misplaced and dangling modifiers • Form and use indirect/direct objects

1 2

1 Usage • Recognize variations from standard English in their own and others' writing and speaking

2

- Identify and use strategies to improve expression in conventional language

Punctuation • Use punctuation to set off nonrestrictive/parenthetical elements

- Use a comma to separate coordinate adjectives
- Use punctuation to indicate a pause or break
- Use an ellipsis to indicate an omission
- Use a semicolon to link two or more closely related independent clauses
- Use a colon to introduce a list or quotation
- Apply hyphen conventions

1 2

Spelling • Continue to use conventional spelling for high frequency words and other studied words

- Continue to use conventional spelling for adding suffixes to base words
- Continue to use spelling patterns and generalizations when writing words
- Spell grade-appropriate words correctly

1 2

L.9-10.3 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. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure.

1 2

L.9-10.4 Determine and/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: a. context clues, word parts, word relationships b. and reference materials.

1 2

L.9-10.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content. b. Analyze nuances in the meaning of words with similar denotations.

1 2

L.9-10.6 Acquire and use accurately 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 developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1 2

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide Revisions: July 31, 2019

9th – 10th Grades: Writing At-a-Glance Quarters

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. 1 2

a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships

among claim(s), counterclaims, reasons, and evidence. c. 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. d. 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1 2

9th – 10th Grades: Writing At-a-Glance Quarters

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1 2

W.9-10.4 Use digital tools and resources 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.

1 2

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics,

and multimedia when useful to aiding comprehension. c. 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. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and

concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1 2

W.9-10.5 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.

1 2

W.9-10.6 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.

1 2

W.9-10.4 Use digital tools and resources 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.

1 2

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1 2