

GRADE 9 ELA-Humanities Scope and Sequence

| | | 1st 9 Weeks | | |
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| | | U1.1 Developing Independent skills | U2.1 Informational Texts | U2.3 Composing Informational Texts |
| Essential Questions | | What skills does an independent learner need? | How do authors use informational texts to convey a message? | How do authors use informational texts to convey a message? |
| Suggested Pacing (Q1 40 instructional days) | | WK 1-2 (8 instructional days) 50 minute class periods | WK 3-7 (22 instructional days) 50 minute class periods | WK 8-9 (10 instructional days), 50 minute class periods |
| Essential Standards <small>* TEKS in red denote Spanish Literacy TEKS</small> | Reading | 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 7a, 7d, 8a | 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 7d, 7f, 8a | 4h, 4i |
| | Word Study <small>(Phonological Awareness, Phonics, Spelling, Vocabulary)</small> | 2a, 2b | 2a, 2b, 2c | 2b |
| | Writing <small>(Genres and Process)</small> | 5a, 5b, 5c, 5d | 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j | 9a, 9b, 9c, 9d, 9e; 10b |
| | Writing Conventions | 9d | 9d | 9d |
| Correlating Standards | | 1a, 1b, 1c, 1d, 9a, 9b, 9c, 9d | 1a, 1b, 1c, 1d, 2a, 2b, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5a, 5b, 9d | 1a, 1b, 1d, 2a, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5b, 5c, 5d, 7a |

| | | 2nd 9 Weeks | | |
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| | | U2.1 Short Stories | U2.2 Poetry | U2.3 Composing Literary Texts |
| Essential Questions | | How do authors create experiences for their audience? | How do authors create experiences for their audience? | How do authors create experiences for their audience? |
| Suggested Pacing (Q2 30 instructional days) | | WK 1-3 (15 instructional days); 50 minute class periods | WK 4-5 (10 instructional days); 50 minute class periods WK 6: Thanksgiving Break | WK 7-8 (10 instructional days); 50 minute class periods WK 9: Final Exams followed by Winter Break |
| Essential Standards <small>* TEKS in red denote Spanish Literacy TEKS</small> | Reading | 6a, 6b, 6c, 8d, 8e, 8f | 7b, 8d, 8e, 8f | 4f, 4g, 4h, 4i |
| | Word Study <small>(Phonological Awareness, Phonics, Spelling, Vocabulary)</small> | 2b | 2b | 2b |
| | Writing <small>(Genres and Process)</small> | 5g, 5h, 5i | 5a, 5b, 5c, 5d | 9a, 9b, 9c, 9d, 9e; 10a |
| | Writing Conventions | 9d | 9d | 9d |
| Correlating Standards | | 1a, 1b, 1d, 2a, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 7a, 8a, 9d | 1a, 1b, 1c, 1d, 2a, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5e, 5f, 5g, 7a, 8a | 1a, 1b, 1d, 2a, 3, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 7a, 8a |

| | | 3rd 9 Weeks | | |
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| | | U3.1 Research | U3.2 Argument | U3.3 Composing Argument |
| Essential Questions | | How do we find good information? | How do authors craft convincing arguments? | How do authors craft convincing arguments? |
| Suggested Pacing (Q3 49 instructional days) | | WK 1-4 (19 instructional days); 50 minute class periods | WK 5-7 (15 instructional days); 50 minute class periods | WK 8-10 (15 instructional days); 50 minute class periods Spring Break between Q3 and Q4 |
| Essential Standards <small>* TEKS in red denote Spanish Literacy TEKS</small> | Reading | 11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h | 7e, 8a, 8b, 8c, 8d, 8e, 8f, 8g | 4h, 4i, 8a, 8b, 8c, 8d, 8e, 8f, 8g |
| | Word Study (Phonological Awareness, Phonics, Spelling, Vocabulary) | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c |
| | Writing (Genres and Process) | 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j | 5j, 9a, 9b, 9c, 9e, 10c | 9a, 9b, 9c, 9d, 9e, 11i, 10c |
| | Writing Conventions | 9d | 9d | 9d |
| Correlating Standards | | 1a, 1b, 1d, 2a, 2b, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 7a, 9d | 1a, 1b, 1d, 2a, 2b, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 7a, 9d | 1a, 1b, 1d, 2a, 2b, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 7a, 9d |

| | | 4th 9 Weeks | | |
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| | | U4.1 STAAR Review | U4.2 Reading Drama | U4.3 Composing Correspondance |
| Essential Questions | | What strategies aid reading comprehension? How do we craft different kinds of writing in response to what we read? | How can we use the writing of others to reflect on ourselves? | How can we use the writing of others to reflect on ourselves? |
| Suggested Pacing (Q4 33 instructional days) | | WK 1-3 (13 instructional days); 50 minute class periods WK 4: STAAR WEEK | WK 5-7 (10 instructional days); 50 minute class periods | WK 8-9 (10 instructional days); 50 minute class periods WK 10: FINAL EXAMS |
| Essential Standards <small>* TEKS in red denote Spanish Literacy TEKS</small> | Reading | Standards in strand 2, 4, 6, 7, and 8 as needed | 6a, 6b, 6c, 6d; 7c. | 4h. 4i. |
| | Word Study (Phonological Awareness, Phonics, Spelling, Vocabulary) | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c |
| | Writing (Genres and Process) | Standards in strand 9 and 10 as needed | 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j | 9a, 9b, 9c, 9d, 9e, 10d |
| | Writing Conventions | 9d | 9d | 9d |
| Correlating Standards | | 1a, 1b, 1c, 1d, 2a, 2b, 3 | 1a, 1b, 1d, 2a, 2b, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 7a, 9d | 1a, 1b, 1d, 2a, 2b, 3, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 7a, 9d |