9th Grade ELA Standards in Pearson Perspectives

Claim Focus	Activities/Assignments	Strengths	Challenges
Reading (Literary/ Informational)	- Workbook assignments - used pdf's and broke them up. - Bloomball Activity for Unit 5 - Bloomball Template - Text Copies for each student - Unit 1: Whole-Class Learning Stories - Concept Vocabulary - First Read Annotating (using site Annotation Guide) - Close Reading in margins - Close Read the Text Activities Making Meaning - Pg. 703 - "By the Waters of Babylon" Academic Vocabulary: Narrative - p. 697 Summary/QuickWrite - pp. 700-701	- Explanations of vocabulary and questionable content was great. - Ability to annotate helped - Foldable activity was helpful in preparing them for the writing task - Students had to learn to read the text multiple times in order to analyze it - Close reading structure provided allowed students to learn how to close read - Easy to follow, questions to easy to follow - Stories were engaging to some students - Advanced kids thrived Provided enough scaffolding to guide the students but left ample room for their own development and self-directed understanding Nice blend of comprehension check (summary) and opinion/commentary/argument (QuickWrite)	- Time to complete all activities - Too much to cover in a short time: not able to teach in depth - Online textbook is not user-friendly at all, they need to take lessons from Google. Too clunky, too many steps to access information, had to recreate a lot of the documents in Google - Regular kids found Elizabethan English quite challenging and frustrating Would have liked an in-text minimum word count suggestion

Writing	Unit 4: Write an Argument (argument) pgs. 494-499 Unit 4: Writing to Compare (argument) pgs. 528-529 Unit 4: Writing to Sources (argument) pgs. 538-539 Unit 5: Writing to Sources (Biography) pgs. 622-623 Unit 6: Writing to Sources: Narrative pgs. 789-791	● Prompts and writing assignments all directly connected to the essential question ● Ample scaffolding provided to guide the writing process. ● Differentiates the writing process for different levels of learners ● Each unit focuses on different types of writing ● Unit provides opportunities for students to practice writing in a whole group, small group, and independent groups. ● Guidelines for writing processes from drafting, focus, organization, evidence, elaboration to the editing for accuracy and conventions. ● The content in Unit 6 motivated students to write beyond the minimum assigned length for their narrative. It was a very inspiring unit.	● A MINOR challenge would be the size of the graphic organizers in the consumable for the major performance tasks. It would be nice to have more space directly in the book for these tasks. ● To be true to Common Core, the content should be aligned to the workplace. For example, IRAC should be taught for Argumentative and Persuasive Writings (Issue, Rationale, Analysis, and Conclusion) that is used in law. Other workplace writing formats should be included from other industries as well. ● Assumes students come in at writing grade level, not a lot of how to teach writing, or scaffolding writing for struggling writers

Speaking/ Listening	● Launch Activities (pg. 362, 584, and 700)
	  ○ Creating Like Minded Groups
	● Small Group Learning Activity
	  ○ Pg. 530-532 "Present and
		Allows students to collaborate and create
		
		● Opportunities to create multimedia projects
		● Presentations
		● Throughout Unit #2 - there are
			● Connection to overall purpose of unit
			● Students become so engaged in the topics that a timer must be used to keep the lessons moving forward.
			● Too much material to cover and

	Argument" ● Unit 2 introduction: EQ Should individuals be responsible for paying for their own rescue when they put themselves in danger? ● P-133 - After students have annotated "The Seventh Man" students share what they have highlighted and explain their reasons ● P-135 - students discuss the inferences ● Dramatic Interpretation pg. 423 ● Creating Podcasts pg. 782	many opportunities for students to think about various scenarios and discuss these. ● Guided close reading - followed by student discussions ● Allows for student creativity ● Opportunity for teachers to create lesson plans based on individual teacher personality	student all want to be heard ● No explicit instruction activities for speaking or listening

Research	Unit 4- Conduct research projects of various lengths to explore a topic and clarify meaning- Are we able to determine our own destinies? (Content dig)
	
	Research to Explore- pg. 729 Story from Unit 6: "There Will Come Soft Rains" Students read the story and then utilized a teacher given secondary source to compare and contrast the smart house that Ray Bradbury describes in 1950 with the smart houses projected to be in motion by 2050 by Eli Musk. Article: "Smart Houses of the Future".
	● Page 689 -Citing evidence - this is through each unit
	● P 691 - Explanatory Rubric
		● Digital Toolkit to guide students on how to:
		   ○ Conduct research
		   ○ Consult digital and print resources
		   ○ Gather types of evidence
		   ○ Evaluate the validity and strengths of various forms of evidence
		   ○ Incorporate research into writing
		   ○ Cite sources appropriately
		● Research activities promote students to connect content to their personal lives and experiences
		● Unit introductions and Launch
			● Activities stress the importance of research, but they don't chunk the process of researching-- or it does so minimally
			   ○ Evidenced by students' challenges in providing and evaluating evidence in the written performance tasks
			● References to research are theoretical in the sense that they seem to assume students already know how to research (an end in itself).
			● Activities promote the collection of textual evidence in the research process, but loosely

		Texts engage students in exploring/ research personal connections to the unit essential question
		● Whole-Class Learning segments promote research through the collection of textual evidence
		  ○ Researching evidence for the performance tasks
		● Small-Group Learning segments promote research through activities that engage students to synthesize themes related to the essential question and evaluate their relevance in real-world applications.
		● Independent-Learning segments promote research through the collection of evidence for the Performance Tasks.
			● The curriculum provides awesome resources and connections to real-world applications, but the activities seem to fall short in regards to engaging students in the evaluation of evidence and the process of researching.
			  ○ Resources to support this are in the back of the textbook, but are not embedded the same way throughout the curriculum
			
			Would like to see links to articles that correlate with the suggested research. Such as with the smart house research, we had to find our own articles.

EXAMPLE (Reading)	Whole Class Learning Strategy - Pg. 702 "Why do we try to imagine the future" Making Meaning - Pg. 703 - "By the Waters of Babylon"	● The activities promote structured oral discussions among students ● Content is available to students in both hard copy and digital formats	● Need more time to explore all supplemental resources to dive deep into the curriculum

	Activities/Assignments (list items used)	Strengths	Challenges
Assessments	● Selection Tests ● Performance Tasks ● Comprehension checks after each reading selection ● Unit 6: Performance-Based Assessment (write a narrative)	● Available online and in print versions ● Can customize selection tests ● Quick to report scores back to students ● They align with standards and with the unit goals and essential question ● "Elements of a Narrative" is a clearly stated guideline for writing that is easy for students to follow. ● The Performance-Based Assessment correlated well with the readings and allowed me to alter it to my liking	● Can't push them out on Google Classroom ● Hard to find ● The process of accessing the results of the assessments is tedious and not user-friendly ○ You have to access students' scores individually ● Can't easily access data on the tests, too many steps, too clunky, and not clear on how to find different types of data, by questions or by student or by test
Student Interests	● The kids showed interest in some of the stories. A few of them were bored because the time period was not relevant to them. ● The essential question kee ● Students like the variety of texts in the units ● I think that the workbook format helps to keep students engaged in the material	The stories were not long which kept the students engaged.	● Online access ● Too many clicks for students to get to the story they need to get to (minimum 6 clicks)

Resources	- Textbook, consumables, online readings/audio - Whole-group discussions (Launch Tasks) - Vocabulary - Relevant Readings - Comprehension checks - Writing to Sources (a way to connect back to the text) - Argument writing - Oral presentations - Gave opportunity for all types of learners.	1. Students can read and respond instantly. They can annotate and mark the text to enhance comprehension. 2. There is a consistency of assignments within each unit. 3. Great opportunity to write response to literature 4.	- Cluttered, not organized, making it difficult to navigate - There is a lot to cover, making it difficult to cope with the pacing guide with regular freshmen. - Different terminology like "writing to source," or "mentor sentence," and "predict" word meaning instead of the traditional "use context clues" to determine word meanings.
Organization	I appreciate the fact that the workbook stays with a consistent format unit by unit	The progression from whole group, small group, independent learning is really well done -- the levels of the text match the amount of responsibility the student is expected to have with each text/assignment.	- No Master list of audio to use (online at beginning of story - can't keep watch on the audio and the text) - Resources - need more centralized and not split apart.

Overall Curriculum Evaluation

	Strengths	Challenges
Perris High	- Leveled texts - Audible texts - Resources - Multiple opportunities to check for understanding	- ONLINE ACCESS IS INADEQUATE - Online formatting for stories is not created for Digital Natives, it is hard for them process the information because there is too much going on

	● Consumables enable students to annotate easily ● Organization is amazing and consistent	● Out of date videos
Heritage High	● Consumables ● Activities are engaging and directly linked to text and Performance Tasks ● Whole group, small group, independent organization ● Appropriate leveled texts ● Essential questions and writing assignments in line throughout units ● Variety of texts included with each unit ● Units provide many opportunities for students to write	● Online Platform needs work ● Google classroom/Canvas ● Novel alignment is limited ● Resources for Trade Texts is limited
Paloma Valley	● Overall. We like the fact that each student will get a workbook ● The choice of readings seems to interest the students	● No Master list of audio to use (online at beginning of story - can't keep watch on the audio and the text) ● Would like the page numbers to match in terms of the digital teacher and student editions and the actual physical copy of the teacher's edition ● Would like better training on using the online rsources
CMI	● Great stories - many opportunities for student to interact with context ● The automatic writing grader 1 to 6 stars possible - allows students to write a lot more ● Variety of assessments built into each unit	● Bring online writing tool to each writing assignment instead of having to go through multiple layers - need easier access ● Sometimes can't get into the audios ● Abundance of activities