# Pre-AP English 1 Instructional Planning Guide

# With SpringBoard ELA Grade 9, California Edition

The goal of the instructional planning guide is to help you create a roadmap of the key instructional activities and assessments you
will use to design your course in alignment with the Pre-AP course framework and instructional principles. This sample guide offers
one approach of how your SpringBoard resources can be naturally integrated across each Pre-AP unit to create a plan for the full year.

**Using and Customizing Your Own Instructional Planning Guide:**

* Consider using this tool to plan collaboratively with your peers.
* This document is flexible, allowing you to modify it as needed to best support your students in your context.
Feel free to incorporate other SpringBoard resources as time allows, such as:
	+ English Language Development
	+ Close Reading Workshops
	+ Writing Workshops
	+ SpringBoard digital assessments
	+ Zinc and Revision Assistant
* Take time to capture your reflections as you move through the course.

## Unit 1 Telling Details

| **Pacing in****Periods** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning** **Objectives** | **State** **Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 6 |  | Pre-AP Model Lessons 1.1, 1.2, 1.3, 1.4* “Quiet Places” photo essay
* “Bread”
* “The First Day”
* Write complex sentences of analysis
 | 1.1 A**–**C1.3 A, B2.3 C3.1 A3.3 A, B5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 10W.9**–**10.2b, 2d, 7, 9a, 10SL.9**–**10.1a, 6L.9**–**10.1b, 2b, 4a, 5b, 6 |  |
| 7 |  | Pre-AP Model Lessons 1.5, 1.6, 1.7, 1.8, 1.9* “What Happened During the Ice Storm”
* The Red Fox Fur Coat”
* “Lamb to the Slaughter”
* Outline an analysis paragraph
 | 1.1 A, C1.3 A, B2.1 A**–**C2.3 A**–**D3.1 A3.3 A, B5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 6, 7, 10W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 3, 4, 5, 9a, 10SL.9**–**10.1a, 1b, 1c, 1d, 6L.9**–**10.1a, 1b, 4a, 4b, 5b, 6 |  |
| 7 |  | Pre-AP Model Lessons 1.10, 1.11, 1.12, 1.13, 1.14* “An Occurrence at Owl Creek Bridge”
* Write an analysis paragraph
 | 1.1 A**–**C1.3 A, B2.1 A**–**D2.3 A–D2.4 A3.1 A, C3.2 A, B3.3 A, B5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 7, 9a, 10W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9a, 10SL.9**–**10.1a, 1b, 1c, 1d, 6L.9**–**10.1b, 4a, 4c, 4d, 5b, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 6 |  | SpringBoard Activities 1.2, 1.3, 1.4, 1.5* Excerpt from *Speak*
* “Marigolds”
* Write analytical paragraphs
 | 1.1 A, C1.3 A, B2.1 A**–**C2.3 A**–**D3.1 A**–**C3.2 B3.3 A**–**C5.1 A, B | RL.9–10.1, 3, 4, 5, 10W.9–10.2a, 2b, 2c, 2d, 2f, 4, 5, 10SL.9**–**10.6L.9–10.1a, 1b, 4a, 5b, 6 |  |
| 6 |  | SpringBoard Activities 2.3, 2.4, 2.5* “Fire and Ice”
* “The Gift of the Magi”
* Write a narrative opening and a literary analysis
 | 1.1 A**–**C1.3 A, B2.1 A**–**D2.3 A**–**D2.4 A**–**C3.1 A, C3.2 B3.3 A, C5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 6, 7, 9, 10W.9–10.3a, 3b, 3d, 4, 9a, 10L.9–10.2a, 2b, 4a, 5a, 6SL.9**–**10.6 |  |
| 1 |  | **Learning Checkpoint 2** |  |  |  |
| 5 |  | SpringBoard Activities 2.6, 2.7* “The Stolen Party”
* “Catacombs and Carnival”
* Write parts of narratives
 | 1.1 A**–**C1.3 A, B1.4 A, B2.1 A**–**C2.4 A**–**C3.1 A**–**C3.2 A, B3.3 A, C4.1 B5.1 A, B | RL.9–10.1, 3, 5**–**7, 10RI.9–10.1, 3, 4, 10W.9–10.3b, 3d, 9a, 10L.9–10.1a, 1b, 2b, 4a, 4c, 5a, 5b, 6SL.9**–**10.1a, 6 |  |
| 6 |  | SpringBoard Activities 2.8, 2.9* “The Cask of Amontillado”
* “A Poison Tree
* Write literary analysis paragraphs
 | 1.1 A, C1.3 A, B1.4 B2.1 A**–**C2.3 A**–**C3.1 A**–**C3.3 A, C5.1 A, B | RL.9–10.1, 2, 3, 4, 5, 10W.9–10.2a, 2b, 2c, 2d, 4, 5, 9a, 10L.9–10.1a, 3, 4a, 5bSL.9–10.1a, 6 |  |
| 1 |  | **Performance Task**Analyzing Telling Details | 1.1 A1.3 A2.3 A–D3.2 A, B3.3 A, B | RL.9–10.1, 3, 4W.9–10.2a, 2b, 2c, 2d, 2eL.9–10.1, 2 |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 2 Pivotal Words and Phrases

| **Pacing in****Periods** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning** **Objectives** | **State** **Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 8 |  | Pre-AP Model Lessons 2.1, 2.2, 2.3, 2.4* “What Happened During the Ice Storm”
* “The Fight”
* “Lottery”
* Plan and write analytical paragraphs
 | 1.1 A, C1.3 A, B1.4 B2.1 A**–**D2.3 A**–**D2.4 A3.1 A3.2 A, B3.3 A**–**C5.1 A, B | RL.9**–**10.1, 2, 3, 4, 5, 10RI.9**–**10.1, 2, 3, 10W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9a, 9b, 10SL.9**–**10.1a, 1b, 1c, 1d, 4, 6L.9**–**10.1b, 2b, 4a, 5b, 6 |  |
| 7 |  | Pre-AP Model Lessons 2.5, 2.6, 2.7, 2.8* “Tamara’s Opus”
* “Hamilton Mixtape”
* Write a critical review of a performance
 | 1.1 A, C1.3 A, B1.4 A2.1 A**–**C2.3 A**–**D3.1 A3.2 A, B3.3 A**–**C5.1 A, B | RL.9**–**10.1, 4, 7, 9, 10RI.9**–**10.1, 2, 6, 7, 10W.9**–**10.1a, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 10SL.9**–**10.1a, 1b, 1c, 1d, 2, 3L.9**–**10.1b, 4a, 5a, 5b, 6 |  |
| 9 |  | Pre-AP Model Lessons 2.9, 2.10, 2.11, 2.12* Excerpt from *Hamlet*
* Excerpt from *Romeo and Juliet*
* Present lines and scenes orally
* Plan and write analytical paragraphs
 | 1.1 A, C1.3 A, B2.1 A**–**D2.3 A**–**D3.1 A, C3.2 A, B3.3 A**–**C5.1 A, B5.2 A, D | RL.9**–**10.1, 2, 3, 4, 6, 7, 10W.9**–**10.2a, 2b, 2c, 2d, 2e, 2f, 3b, 3d, 4, 5, 9a, 10SL.9**–**10.1a, 1b, 1c, 1d, 2, 4, 6L.9**–**10.1b, 4a, c, 5a, 5b, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 2 |  | SpringBoard Unit 5, Activities 5.1, 5.3* *Romeo and Juliet*
* Plan and write analytical paragraphs
 | 1.1 A**–**C1.3 A, B1.4A2.1 A, B2.3 A–D3.1 A–C3.2 B3.3 A4.1 A4.2 B5.1 A, B5.2 D | RL.9–10.1, 2, 4, 5, 6, 10RI.9–10.2, 7W.9–10.6–8, 10SL.9–10.1a, 4, 5, 6 L.9–10.4a, 4c, 5a, 6 |  |
| 4 |  | SpringBoard Activities 5.4, 5.5, 5.6* *Romeo and Juliet*
* Film clips of renditions of *Romeo and Juliet*
* Plan and write explanatory and analytical paragraphs
* Write a critical review
 | 1.1 A, C1.3 A, B2.1 A, B2.2 A**–**C2.3 A**–**D3.1 A, C3.3 C5.1 A, B5.2 A, C, D | RL.9–10.1, 2, 3, 4, 5, 6, 7, 10W.9–10. 2a, 2b, 2d SL.9–10.1a, 1b, 1d, 4, 6L.9–10.4a, 4c, 5a, 6 |  |
| 4 |  | SpringBoard Activities 5.7, 5.8, 5.9* *Romeo and Juliet*
* Image of balcony scene
* Film clips of renditions of *Romeo and Juliet*
* Excerpt from *West Side Story*
* Write a critical review
* Practice role playing
 | 1.1 A, C1.3 A, B1.4 A, B2.1 A**–**C2.3 A**–**D3.1 A, C3.2 A, B3.3 A, C4.1 A**–**C5.1 A, B5.2 A**–**D | RL.9–10.1, 2, 3, 4, 5, 7, 9, 10W.9–10.1b, 1c, 2a, 7, 8, 10SL.9–10.1a, 1b, 2b, 2c, 2d, 3L.9–10.2b, 6 |  |
| 5 |  | SpringBoard Activities 5.10, 5.11, 5.12* *Romeo and Juliet*
* Film version of *Romeo and Juliet*
* Write a critique
* Write an explanatory paragraph
 | 1.1 A, C1.3 A, B1.4 B2.1 A**–**C2.3 A**–**D3.1 A**–**C3.2 A, B3.3 A**–**C5.1 A, B5.2 A, D | RL.9–10.1, 2, 3, 4, 5, 7, 10W.9–10.1a, 1b, 1c, 2a, 8, 10SL.9–10.1a, 1b, 1c, 1d, 3L.9–10.5a, 6 |  |
| 1 |  | **Performance Task**Analyzing Pivotal Words and Phrases | 1.1 A1.3 A2.3 A–D3.2 A, B 3.3 A, B | RL.9–10.1, 2, 4W.9–10.2a, 2b, 2c, 2d, 2eL.9–10.1, 2 |  |
| 3 |  | SpringBoard Activities 5.13, 5.14* *Romeo and Juliet*
* Write an explanatory paragraph
 | 1.1 A, C1.3 A, B1.4 B2.1 A**–**C2.3 A**–**D3.1 A**–**C3.2 A, B3.3 A**–**C5.1 A, B5.2 A, D | RL.9–10.1, 2, 3, 4, 5, 6, 7, 10W.9–10.1a, 1b, 1c, 2f, 4, 5, 7, 8, 10SL.9–10.1a, 1c, 1d, 3, 6L.9–10.6 |  |
| 5 |  | **SpringBoard Unit 5, Embedded Assessment 1**Presenting a Dramatic Interpretation | 1.1 A, C1.3 A, B1.4 A2.1 A**–**D3.1 A**–**C3.2 A, B3.3 A**–**C5.1 A, B5.2 A**–**D | RL.9**–**10.1, 2, 3, 4, 10W.9**–**10.2fSL.9**–**10.1a, 6 |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 3 Compelling Evidence

| **Pacing in****Periods** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning** **Objectives** | **State** **Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 6 |  | Pre-AP Model Lessons 3.1, 3.2, 3.3* “The Work You Do, the Person You Are”
* “Drowning in Dishes, but Finding a Home”
* Write a compare and contrast essay
 | 1.1 A–C1.4 B2.1 A–C3.1 A3.2 A, B3.3 A–C4.1 A5.1 A, B5.2 A, D | RI.9–10.1, 2, 3, 4, 5, 6, 7, 8, 10W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 7, 9b, 10SL.9–10.1a, 1b, 1c, 1dL.9–10.4a, 6 |  |
| 8 |  | Pre-AP Model Lessons 3.4, 3.5, 3.6* “What to Do with the Kids This Summer? Put ‘Em to Work.”
* “The Decline of the American Teenager’s Summer Job”
* Write an argument
 | 1.1 A, C1.2 A, B1.4 B2.1 A–C2.2 A–D2.3 A–D3.1 A3.2 A, B5.1 A, B5.2 A, B, D | RI.9–10.1, 2, 3, 4, 5, 6, 7, 8, 10W.9–10.1a, 1b, 1c, 1d, 1e, 4, 5, 6, 9b, 10SL.9–10.1a, 1b, 1c, 1d, 2, 4, 5, 6L.9–10.1b, 4a, 6 |  |
| 6 |  | Pre-AP Model Lessons 3.7, 3.8, 3.9, 3.10* “Teenagers Have Stopped Getting Summer Jobs—Why?”
* Write an analysis of an argument
 | 1.1 A–C1.2 A, B1.4 B2.1 A–D2.2 A–D2.3 A–D3.1 A3.2 A, B5.1 A, B5.2 A, B, D | RI.9–10.1, 2, 3, 4, 5, 6, 8, 10W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9b, 10SL.9–10.1a, 1b, 1c, 1dL.9–10.1b, 4a, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 5 |  | SpringBoard Activities 1.13, 1.14, 1.15* “Education Still Pays”
* “Remarks by the President in a National Address to America’s Schoolchildren”
* Explain how an argument persuades
* Evaluate the effectiveness of a speech
 | 1.1 A–C1.2 A, B1.4 B2.1 A–C2.3 A–D3.1 A–C3.2 A, B3.3 A, C4.1 A–C4.2 C5.1 A, B5.2 A, D | RI.9–10.1, 2, 3, 4, 5, 6, 8, 9, 10W.9–10.1a, 1b, 1cSL.9–10.1c, 10L.9–10.4a, 5a, 6 |  |
| 1 |  | **Performance Task**Analyzing an Argument | 1.1 A 1.3 A2.3 A–D3.2 A, B3.3 A, B | RI.9–10.1–6, 8W.9–10.2a, 2b, 2c, 2d, 2eL.9–10.1, 2 |  |
| 5 |  | SpringBoard Activities 1.16, 1.17* “An Early Start on College”
* “Why College Isn’t (And Shouldn’t Have to Be) for Everyone”
* “Actually, College is Very Much Worth It”
* Revise a written analysis
 | 1.1 A–C1.2 A, B1.4 B2.1 A–C2.3 A–D3.1 A, C3.2 A, B3.3 A, C4.1 A–C4.2 C5.1 A, B5.2 A, D | RI.9–10.1–6, 8, 10 W.9–10.1a, b, d–e, 4, 5, 10SL.9–10.1cL.9–10.4a, 6 |  |
| 3 |  | **SpringBoard Embedded Assessment**Writing an Argumentative Essay | 1.1 A–C1.4 B2.1 A–D2.2 A–D3.2 A, B3.3 A–C4.1 A–C4.2 A–D5.2 A, D | W.9–10.1a, 1b, 1c, 1d, 1e, 4, 5, 6, 8, 9bL.9–10.1b, 2c |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 4 Powerful Openings

| **Pacing in****Periods** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning** **Objectives** | **State** **Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 7 |  | Pre-AP Model Lessons 4.1, 4.2, 4.3, 4.4, 4.5* Film clips (teacher-selected)
* Excerpts from:
	+ *The Sound and the Fury*
	+ *1984*
	+ *The Night Circus*
* Write a narrative response
 | 1.1 A–C1.3 A, B2.1 A–D2.3 A–D3.1 A–C3.2 A–C3.3 A–C5.1 A, B | RL.9–10.1, 2, 4, 5, 10W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3d, 4, 5, 7, 9a, 10SL.9–10.1aL.9–10.1b, 4a, 4c, 4d, 5a, 5b, 6 |  |
| 9 |  | Pre-AP Model Lessons 4.6, 4.7, 4.8, 4.9, 4.10* Excerpts from:
	+ *Out of My Mind*
	+ *Fahrenheit 451*
	+ *All the Light We Cannot See*
* Write a multiparagraph analysis
 | 1.1 A–C1.3 A, B1.4 A 2.1 A–D2.3 A–D2.4 A, C3.1 A–C3.3 A–C4.1 A, B5.1 A, B | RL.9–10.1, 2, 3, 4, 5, 10W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 7, 9a, 10SL.9–10.1a, 1b, 1c, 1d, 4, 6L.9–10.1b, 4a, 4c, 4d, 5a, 5b, 6 |  |
| 10 |  | Pre-AP Model Lessons 4.11, 4.12, 4.13, 4.14, 4.15* Excerpts from:
	+ *The Girl Who Fell from the Sky*
	+ *To Kill a Mockingbird*
* Write a literary analysis essay
 | 1.1 A–C1.3 A, B1.4 A 2.1 A–D2.3 A–D2.4 A, C3.1 A–C3.3 A–C4.1 A, B5.1 A, B | RL.9–10.1, 2, 3, 4, 5, 10W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 9a, 10SL.9–10.1a, 1b, 1c, 1dL.9–10.1b, 4a, 5a, 5b, 6 |  |
| 1 |  | **Learning Checkpoint 1** |   |  |  |
| 5 |  | SpringBoard Activities 3.12, 3.13, 3.14* Chapters 2–9 of *To Kill a Mockingbird*
* 1962 film version of *To Kill a Mockingbird*
 | 1.1 A1.3 A, B2.1 A–C2.3 A–D3.1 A, C3.3 A–C5.1 A, B | RL.9–10.1–4, 10W.9–10.2a–b, d–fSL.9–10.1c, 3, 4, 6L.9–10.1, 3, 4a, 6 |  |
| 5 |  | SpringBoard Activities 3.15, 3.16, 3.17* Chapters 10–14 of *To Kill a Mockingbird*
* 1962 film version of *To Kill a Mockingbird*
 | 1.1 A–C1.3 A, B1.4 A2.1 A–C2.3 A–D3.1 A, C3.2 A, B3.3 A–C5.1 A, B | RL.9–10.1–3, 5, 7, 10 W.9–10.2a–c, 5, 9a, 10SL.9–10.1a L.9–10.1b, 4c, 6 |  |
| 5 |  | SpringBoard Activities 3.18, 3.19* Chapters 15–23 of *To Kill a Mockingbird*
* 1962 film version of *To Kill a Mockingbird*
 | 1.1 A–C1.3 A, B2.1 A–C2.2 A–C, E2.3 A–D3.1 A, B3.3 A–C5.1 A, B | RL.9–10.1–3, 5, 7W.9–10.1a–c, 9a, 10L.9–10.1a, 6 |  |
| 7 |  | SpringBoard Activities 3.20, 3.21, 3.23 (3.22 optional)* Chapters 24–31 of *To Kill a Mockingbird*
 | 1.1 A–C1.3 A, B2.1 A–C2.3 A–D3.1 A, C3.2 A, B3.3 A, C5.1 A, B | RL.9–10.1–5, 10RI.9–10.1–2, 4–6, 8, 10W.9–10.2b–c, 5, 9aSL.9–10.1a–bL.9–10.6 |  |
| 1 |  | **Performance Task**Writing a Literary Analysis Essay | 1.1 A1.3 A2.3 A–D3.2 A, B3.3 A, B | RL.9–10.1, 3–5W.9–10.2a, 2b, 2c, 2d, 2eL.9–10.1, 2 |  |

[add or remove rows as needed]

\**Considerations*: This pathway includes all of the novel openings from the Pre-AP model lessons. Based on your pacing, you may selectively choose which Pre-AP Model Lessons to use and allow more time for reading the full novel or doing the research activities before the novel. This pathway does not include the corresponding SpringBoard ELA embedded assessment because it overlaps with the Pre-AP performance task. However, you are encouraged to have students complete the “Drafting the Embedded Assessment” writing prompts throughout the SpringBoard activities as practice literary analysis.

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?