

# RCHS English Department Pacing Guide for Grade 9

Updated July 2024

[VDOE English Standards of Learning 2024](#)

Standards of Learning								Assessments	Unit Resources
Developing Skilled Readers (DSR)	Reading and Vocabulary (RV)	Reading Literary Text (RL)	Reading Informational Text (RI)	Writing (W) and Language Usage (LU)	Communication and Multimodal Literacies (C)	Research (R)	Assessments	Theme & Texts	
9.DSR 1 a,b,c	9.RV. 1 a,b,c	9.RL1 b 9.RL.2 b 9.RL.3 a	9.RI.1 a 9.RI.2 a	9.W.1a,2a,3 9.LU.1a 9.LU. 2a	9.C.1.a	9.R.1 d,f,g,h	<p><b>Daily Practice</b> (recommended as bellringer)  <b>Mirrors &amp; Windows</b>  <b>Writing and Grammar</b></p> <ul style="list-style-type: none"> <li>Part II, Unit I, Lessons 1-9</li> <li>The Sentence and Parts of Speech</li> <li>Nouns and Pronouns</li> </ul> <p><b>3 Performance Tasks</b></p> <ul style="list-style-type: none"> <li>Write a short nonfiction narrative</li> <li>Summarize the main points in one of the essays.</li> </ul> <p><b>1 Essay: 4- to 5-paragraph Persuasive Essay:</b></p>	<p><b>Nonfiction: Facing Challenges</b></p> <p><b>Essential Question: <i>How can facing challenges make us stronger?</i></b></p> <p><b>Mirrors &amp; Windows Grade 9 Nonfiction Selections &amp; associated vocabulary</b></p> <ul style="list-style-type: none"> <li>“Aha Moment” by Julia Alvarez</li> <li>“The Teacher Who Changed My</li> </ul>	

								<p><b>1. Do challenges weaken us or make us stronger? Write a 4- to 5-paragraph essay to persuade readers. Support with examples.</b></p> <p><b>2. Peer edit drafts</b></p> <p><b>3. Revise and write final</b></p> <p>Unit Test</p> <p><b>Mechanics, Usage, and Grammar</b></p> <ul style="list-style-type: none"> <li>• Teach subject and predicates, complex and compound sentences.</li> <li>• Review SWABI comma, semicolon usage.</li> <li>• Students must revise essays to include a variety of sentence structures.</li> </ul>	<p>Life” by Nicholas Gage</p> <ul style="list-style-type: none"> <li>• “The Obligation To Endure” by Rachel Carson</li> <li>• Paired Texts: “I Have a Dream” by Martin Luther King, Jr. &amp; “Martin Luther King, Jr.” by Gwendolyn Brooks</li> <li>• “Becoming a Composer” by Lindsley Cameron**</li> </ul> <p>Differentiated Instruction Workbook Grade 9</p> <p>Grammar &amp; Writing Workbook Grade 9</p>
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	9.DSR. d,e	9.RV,1,d,e,f,g	9.RL.1.a,b,c 9.RL.3.a	9.RI.2	9.W.1 c 9.W.2a 9.W.3 9.LU.1c 9.LU.2 c	9.C.a	9.R.1f,g,h	<p><b>Daily Practice (recommended as bellringer)</b></p> <p><b>Mirrors &amp; Windows Writing and Grammar</b></p> <ul style="list-style-type: none"> <li>Part II, Unit 2, Lessons 10-18, focus on active and passive voice.</li> </ul> <p><b>2 Performance Tasks</b></p> <ul style="list-style-type: none"> <li>Defining Moment Paragraph with short fiction</li> <li>Use reading strategies throughout the novel, graphic organizers, annotations, questions, journaling, literature circles</li> </ul> <p><b>1 Essay: 4- to 5-paragraph Character Analysis Essay: Choose one main character from <i>To Kill a Mockingbird</i></b> Unit Test</p>	<p><b>Fiction: Defining Moments</b></p> <p><b>Essential Question: <i>What makes an experience a defining moment?</i></b></p> <p><b>Mirrors &amp; Windows Grade 9 Short Fiction and associated vocabulary</b></p> <ul style="list-style-type: none"> <li>"The Most Dangerous Game" by Richard Connell</li> <li>Paired Texts: "The Interlopers" by Saki &amp; "A Poison Tree" by William Blake</li> <li>"The Scarlet Ibis" by James Hurst</li> <li>Paired Texts (comparing theme): "The Gift of the Magi" by O. Henry &amp; "The</li> </ul>

								<b>Mechanics, Usage, and Grammar</b> <ul style="list-style-type: none"> <li>• Teach parallel structure and ask students to apply it to their writing.</li> <li>• Teach active versus passive voice; emphasize writing in active voice whenever possible, using passive voice only when appropriate</li> </ul>	Necklace” by Guy de Maupassant <ul style="list-style-type: none"> <li>• “The Cask of Amontillado”**</li> </ul> <b>Nonfiction:</b> Scottsboro Boys Article <b>Novel Study and associated vocabulary:</b> <i>To Kill a Mockingbird</i>  Differentiated Instruction Workbook Grade 9  Grammar & Writing Workbook Grade 9
	<b>Developing Skilled Readers (DSR)</b>	<b>Reading and Vocabulary (RV)</b>	<b>Reading Literary Text (RL)</b>	<b>Reading Informational Text (RI)</b>	<b>Writing (W) and Language Usage (LU)</b>	<b>Communication and Multimodal Literacies (C)</b>	<b>Research (R)</b>	<b>Assessments</b>	<b>Theme &amp; Texts</b>
	9.DSR a,b,c	9.RV.1 b,d,e,f	9.RL.1 b,d 9.RL.2 a	9.RI.1b,c 9.RI.3 b	9.W.1,2,3 9.LU.1d,e	9.C.1,2 9.C.4	9.1.R a-h	<b>Daily Practice (recommended as bellringer)</b>  <b>Mirrors &amp; Windows Writing and Grammar Part II, Unit 6, Lessons 52-61</b> <ul style="list-style-type: none"> <li>• focus on Run-on and Sentence Fragments</li> <li>• Research and</li> </ul>	<b>Poetry &amp; Drama: Defining Moments</b>  <b>Essential Question: Do we determine our own destinies?</b>  <b>Mirrors &amp; Windows Grade 9 Poetry:</b> <ul style="list-style-type: none"> <li>• “Sonnet” by</li> </ul>

								<p style="text-align: center;"><b>Writing Skills</b></p> <p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>● Research real-life family feuds (von Gradwitzes &amp; Znaemys; Hatfields &amp; McCoys) &amp; write a short news article, incorporate advertising techniques, incorporate an editorial taking sides</li> <li>● TPCASTT graphic organizer for poetry</li> <li>● Memorize and present a poem from the readings or soliloquy from Romeo and Juliet</li> <li>● Notes on Shakespearean play structure, tragic hero</li> </ul> <p><b>1 Essay: 5-paragraph Argumentative Essay (with MLA in-text citations and Works Cited):</b></p> <ol style="list-style-type: none"> <li>1. Who is responsible for the tragedy of Romeo and Juliet and why?</li> <li>2. Do the Nurse</li> </ol>	<p>C. S. Lewis  “American Sonnet” by Billy Collins</p> <ul style="list-style-type: none"> <li>● “Purgatory” by Maxine Kumin</li> <li>● “The Bells” by Edgar Allan Poe</li> <li>● “Metaphor” by Eve Merriam</li> <li>● “Simile” by N. Scott Momaday</li> <li>● “Theme for English B” by Langston Hughes</li> <li>● “Three Haiku” by Matsuo Basho, Nicholas Virgilio, and Alan Pizzarelli</li> </ul> <p><b>Mirrors &amp; Windows Grade 9 Drama: <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare (with associated vocabulary)</b></p>
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**and the Friar do “the right thing” with regard to Romeo and Juliet? Why or why not?**

Unit Test

**Mechanics, Usage, and Grammar**

- Focus on commas and semicolons as they relate to complete sentences, determining run on sentences, THAMOS
- MLA punctuation practices

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	9.DSR a,b,c,d, e	9.RV.1 c,f,g	9.RL.1 b,d 9.RL.3 a,b	9.RI.1,2	9.W.1,2,3 9.LU.1,2,3	9.C.2 9.C.4	9.R.1	<p><b>Mirrors &amp; Windows Writing and Grammar Part II, Research and Writing</b></p> <ul style="list-style-type: none"> <li>• Lessons 62,63,64</li> </ul> <p><b>Skills 3 Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Research a Greek god; create &amp; present poster</li> <li>• Options: Compare and contrast Echo and Narcissus with today's youth - note media messages</li> <li>• Create a Newspaper that follows Odysseus on his adventure. Incorporate advertising techniques.</li> <li>• Notes on epic conventions, Aristotelian tragic hero</li> </ul> <p><b>1 Essay: 5-paragraph</b></p>	<p><b>Myths &amp; the Epic Poem: Lasting Values</b></p> <p><b>Essential Question: How do we define and share our values?</b></p> <p><b>Mirrors &amp; Windows Grade 9 Myths:</b></p> <ul style="list-style-type: none"> <li>• "The Story of Daedalus and Icarus" by Ovid</li> <li>• "Echo and Narcissus" by Walker Brents</li> </ul> <p><b>Epic Poem:</b></p> <ul style="list-style-type: none"> <li>• <i>The Odyssey</i> by Homer and associated vocabulary</li> </ul>

								<p><b>Expository Essay (with MLA in-text citations and Works Cited):</b> Explain what Odysseus valued and why. Then compare and contrast Odysseus's values with American values. Unit Test</p> <p><b>Mechanics, Usage, and Grammar</b></p> <ul style="list-style-type: none"><li>● Review active and passive voice</li><li>● Review MLA punctuation practices</li></ul>	
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\*\*if pacing allows



## English Standards of Learning for Virginia Public Schools 2024 Grade 9

In ninth grade, the student will continue to build upon skills previously learned in earlier grades with a variety of texts. There is a continued emphasis on reading comprehension by explaining, comparing, and analyzing literary and informational texts. In literary texts, the student will apply knowledge of literary terms to describe, differentiate, and analyze a variety of genres. In ninth grade, there will be an increased emphasis on informational reading, and the student will examine the function of a text within context. The student will demonstrate their comprehension by writing and use the texts read in class to understand the author's craft to compose original compositions. The student will continue to expand vocabulary using the structural analysis of roots and affixes, as well as figurative language, to understand complex words. With an explicit focus to integrate reading and writing processes, the grade-nine student will use mentor texts as models to plan, draft, revise, and edit expository writing in preparation for postsecondary work and career. There is also an emphasis on persuasion, defending a position using counterclaims, reasons, and evidence from credible sources. The student will continue to work in collaborative groups assisting with setting guidelines and working toward consensus. The student will evaluate sources and examine media messages to analyze the content, author's viewpoint, and structure. The student will select, use, and analyze multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to create independent research products and analyze and synthesize information gathered from diverse sources by identifying misconceptions and possible bias, citing both quoted and paraphrased information using either MLA or APA style.

### Developing Skilled Readers and Building Reading Stamina

**9.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

### Reading and Vocabulary

**9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.**

#### 9.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words.
- D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).
- E. Identify and explain idiomatic language in context.
- F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
- G. Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

## **Reading Literary Text**

**9.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.**

### **9.RL.1 Key Ideas and Plot Details**

- A. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
- B. Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
- C. Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.
- D. Identify and describe how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

### **9.RL.2 Craft and Style**

- A. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.
- B. Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
- C. Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.

### **9.RL.3 Integration of Concepts**

- A. Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).
- B. Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

## **Reading Informational Text**

**9.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### **9.RI.1 Key Ideas and Confirming Details**

- A. Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
- B. Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.
- C. Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.

### **9.RI.2 Craft and Style**

- A. Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
- B. Analyze an author's word choice and use of rhetorical devices to persuade or convince an audience.
- C. Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.

### **9.RI.3 Integration of Concepts**

- A. Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author's qualifications.
- B. Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.

## **Writing**

**9.W The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.**

### **9.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
  - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
  - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
  - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
- C. Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

### **9.W.2 Organization and Composition**

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
  - i. Composing a thesis statement that clearly communicates the writer's position or assertion.
  - ii. Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.

- iii. Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
- iv. Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.
- v. Identifying and addressing counterarguments and providing a rebuttal where appropriate.

### **9.W.3 Usage and Mechanics**

- A. Revise writing for clarity of content, accuracy, and adequate elaboration.
- B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

### **Language Usage**

**9.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

#### **9.LU.1 Grammar**

- A. Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking.
- B. Craft and apply a variety of sentence structures to infuse sentence variety in writing.
- C. Use and apply the active and passive voice as appropriate when speaking and writing.
- D. Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.
- E. Maintain consistent verb tense when speaking and writing.

#### **9.LU.2 Mechanics**

- A. Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
- B. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.
- C. Spell correctly, consulting reference materials to check as needed.

### **Communication and Multimodal Literacies**

**9.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

#### **9.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

- i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
- ii. Setting guidelines for group presentations and discussions.
- iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.
- iv. Setting clear goals and deadlines and defining individual roles as needed.
- v. Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions.
- vi. Summarizing points of agreement and disagreement.
- vii. Using reflection to evaluate one's own role and the process in paired or small-group activities.

### **9.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion. This includes:
  - i. Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose.
  - ii. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).
  - iii. Analyzing the effectiveness of one's presentation, including introduction, central idea, organization, and conclusion.
- B. Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

### **9.C.3 Integrating Multimodal Literacies**

- A. Make strategic use of multimodal tools.
- B. Monitor, analyze, and use multiple streams of simultaneous information.
- C. Create media messages for diverse audiences and purposes.

### **9.C.4 Examining Media Messages**

- A. Determine the purpose of the media message and its effect on the audience.
- B. Analyze the persuasive techniques used in diverse media formats (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotion).
- C. Evaluate the credibility, word choice, viewpoints, and bias in media presentations.
- D. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- E. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- F. Identify the possible cause and effect relationships between mass media coverage and public opinion trends in media messages.

## **Research**

**9.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.**

### **9.R.1 Evaluation and Synthesis of Information**

- A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

- C. Analyze and evaluate the primary and secondary sources gathered for their credibility, reliability, accuracy, and usefulness that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of information to support claims and introduce counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
- G. Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.