English 9 Pacing Guide
First 4.5 week period ~All listed skills will be considered for benchmark testing at the end of 4.5 weeks

VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies

9.4 (As applies to narrative fiction narrative nonfiction, poetry and drama addressed later)
 	
The student will read, comprehend, and analyze a variety of literary texts including narratives.
 	
(B4)
 	
a) Identify author's main idea and purpose.
c) Identify the characteristics that distinguish literary forms.
d) Use literary terms in describing and analyzing selections.
e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
g) Analyze the cultural or social function of a literary text.
h) Explain the relationship between the author's style and literary effect.
i) Explain the influence of historical context on the form, style, and point of view of a written work.
k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
m) Use reading strategies to monitor comprehension throughout the reading process.
	9.4 To be successful with this standard, students are expected to
	
	• identify main idea, purpose, and supporting details.
	
	• provide a summary of the text.
	
	• identify the differing characteristics that distinguish literary forms, including:
	  ° narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel;
	
	• identify and analyze elements of dramatic literature:
	  ° dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution);
	
	• compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each.
	
	• explain the relationships among the elements of literature, such as:
	  ° protagonist and other characters;
	  ° plot;
	  ° setting;
	  ° tone;
	  ° point of view – first person, third person limited, third person omniscient;
	  ° theme;
	  ° speaker; and
	  ° narrator.
	
	• analyze the techniques used by an author to convey information about a character.
	
	• analyze character types, including:
	  ° dynamic/round character;
	  ° static/flat character; and
	  ° stereotype and caricature.
	
	• analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character's actions, interactions with other characters, dialogue, physical appearance, and
		• Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms.
		
		• Students will use be explicitly taught a variety of reading strategies including: text annotation, QAR (Question-, Answer Relationships), Anticipation Guides, double-entry journals and story mapping
		
		Other suggested instructional approaches are:
		
		• Predictions based on key words
		
		• Think/Pair/Share before, during, and after reading
		
		• Plot diagrams

thoughts.

- analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme.

- analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature,

- determine a theme of a text and analyze its development over the course of the text.

- compare and contrast types of figurative language and other literary devices such as:
  ° simile;
  ° metaphor;
  ° personification;
  ° analogy;
  ° symbolism;
  ° apostrophe;
  ° allusion;
  ° imagery;
  ° paradox; and
  ° oxymoron.

- identify and analyze an author's presentation of literary content by the use of structuring techniques, such as:
  ° dialogue;
  ° foreshadowing;
  ° parallel plots;
  ° subplots and multiple story lines;
  ° flashback;

- identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including:
  ° rhetorical question;
  ° cliché;
  ° connotation;
  ° denotation;
  ° hyperbole;
  ° understatement;
  ° irony;
    - dramatic
    - situational
    - verbal
  ° dialect; and pun

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9.6 (In conjunction with 9.4 above) The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

(C6)

a) Generate, gather, and organize ideas for writing.
b) Plan and organize writing to address a specific audience and purpose.
e) Elaborate ideas clearly through word choice and vivid description.
f) Arrange paragraphs into a logical progression.
i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing

(C5)

f) Proofread and edit writing for intended audience and purpose

9.6 To be successful with this standard, students are expected to:

- use prewriting strategies and organize writing.

- plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose.

- demonstrate the purpose of writing as narrative, persuasive, expository, or analytical.

- apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters.

- write using a clear, focused thesis that addresses the purpose for writing.

- provide an engaging introduction and a clear thesis statement that introduces the information presented.

- write clear, varied sentences, and increase the use of embedded clauses.

- use specific vocabulary and information.

- use precise language to convey a vivid picture.

- develop the topic with appropriate information, details, and examples.

- arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas.

- revise writing for clarity, content, depth of information, and intended audience and purpose.

- use computer technology to assist in the writing process.

9.6 Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing.

Students should have practice writing for shorter time frames as well as extended time frames. Suggestions include:

- Basic traditional outlining
- Flow charts
- Raft papers and hamburger paragraphs
- Outcome paragraphs (see CRISS manual)

9.7

Students will focus on editing and the application of grammatical conventions in writing.

Strategies to be considered include:

- Group editing
- Teacher modeling
- Peer editing

VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies

9.4 – As it applies to fiction and narrative nonfiction
 	
The student will read, comprehend, and analyze a variety of literary texts including narratives and narrative nonfiction.
(Bold item is new this period; other bullets are repeated for nonfiction narrative instruction.)
 	
(B4)
 	
a) Identify author's main idea and purpose.
b) **Summarize text relating supporting details.**
c) Identify the characteristics that distinguish literary forms.
d) Use literary terms in describing and analyzing selections.
e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
g) Analyze the cultural or social function of a literary text.
h) Explain the relationship between the author's style and literary effect.
i)   Explain the influence of historical context on the form, style, and point of view of a written work.
k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
m) Use reading strategies to monitor comprehension throughout the reading process.
	9.4 To be successful with this standard, students are expected to:
	(focusing on fiction and narrative nonfiction)
	
	• identify main idea, purpose, and supporting details.
	
	• provide a summary of the text.
	
	• identify the differing characteristics that distinguish literary forms, including:
	  ° essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and
	  ° narrative nonfiction – biographies, autobiographies, personal essays.
		• Strategies for reading should be used to develop reading comprehension skills.
		• Students will be explicitly taught a process for reading as they analyze a variety of literature, including specfic strategies for comparing fiction and nonfiction (Venn Diagrams, other graphic organizers)
		• Experiences with paired passsages should be provided
		
		Other suggested instructional approaches are:
		• Opinion/proof (Project CRISS)
		• Sequence maps

English 9 Pacing Guide
Second 4.5 week period ~All listed skills will be considered for benchmark testing at the end of 4.5 weeks

9.5 The student will read and analyze a variety of nonfiction texts.

(B4)

a) Recognize an author's intended purpose for writing and identify the main idea.
b) Summarize text relating supporting details.
c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
d) Identify characteristics of expository, technical, and persuasive texts.
e) Identify a position/argument to be confirmed, disproved, or modified.
f) Evaluate clarity and accuracy of information.
g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.
h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
i) Differentiate between fact and opinion.
j) Organize and synthesize information from sources for use in written and oral presentations.
k) Use the reading strategies to monitor comprehension throughout the reading process.

9.5 To be successful with this standard, students are expected to

- identify and infer the main idea from a variety of complex informational text.

- explain author's purpose in informational text.

- identify and summarize essential details that support the main idea of informational text.

- analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.

- demonstrate the use of text features to locate information, such as:
  ° title page;
  ° bolded or highlighted words;
  ° index;
  ° graphics;
  ° charts; and
  ° headings.
- analyze text structures (organizational pattern), including:
  ° cause and effect;
  ° comparison/contrast;
  ° enumeration or listing;
  ° sequential or chronological;
  ° concept/definition;
  ° generalization; and
  ° process.

- identify an author's position/argument within informational text.

- evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc.

- make inferences and draw conclusions from complex informational text.

- examine text structures to aid comprehension and analysis of complex, informational texts.

- use a variety of reading strategies to self-monitor the reading process.

- Students will be explicitly taught the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list.

- Students will be explicitly taught reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc

- Students will be expected to apply before-, during-, and after-reading strategies in reading nonfiction passages.

English 9 Pacing Guide
Second 4.5 week period ~All listed skills will be considered for benchmark testing at the end of 4.5 weeks

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. **(C6)** c) Communicate clearly the purpose of the writing using a thesis statement where appropriate. d) Write clear, varied sentences using specific vocabulary and information. g) Use transitions between paragraphs and ideas. h) Revise writing for clarity of content, accuracy and depth of information.	**9.6 To be successful with this standard, students are expected to** • use prewriting strategies and organize writing. • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. • apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. • write using a clear, focused thesis that addresses the purpose for writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write clear, varied sentences, and increase the use of embedded clauses. • use specific vocabulary and information. • use precise language to convey a vivid picture. • develop the topic with appropriate information, details, and examples. • arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. • revise writing for clarity, content, depth of information, and intended audience and purpose. • use computer technology to assist in the writing process	

English 9 Pacing Guide

Third 4.5 week period ~All listed skills will be considered for benchmark testing at the end of the 4.5 weeks

VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies

9.4 The student will read, comprehend, and analyze a variety of literary texts including poetry and drama.
 	
(B4)
 	
f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
j) Compare and contrast author's use of literary elements within a variety of genres.
 	
Subcategories a-m (previously listed) as applies to poetry and drama – check carefully!
	To be successful with this standard, students are expected to
	
	• identify main idea, purpose, and supporting details.
	
	• provide a summary of the text.
	
	• identify the differing characteristics that distinguish literary forms, including:
	  ° poetry – epic, ballad, sonnet, lyric, elegy, ode;
	  ° drama – comedy, tragedy;
	
	• identify and analyze elements of dramatic literature:
	  ° dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution);
	  ° monologue;
	  ° soliloquy;
	  ° dialogue;
	  ° aside;
	  ° dialect; and
	  ° stage directions.
	
	• describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.
	
	• compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each.
		9.4 Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature, with particular attention to supports for reading/comprehending poetry and dramatic selections
		
		Strategies to include:
		• Imagery chart
		• Double entry journal
		• Plot diagram (drama)
		• Pattern puzzle

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. **(B4)** a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the	**9.3 To be successful with this standard, students are expected to** • use word structure to analyze and relate words. • use roots or affixes to determine or clarify the meaning of words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.	**9.3** Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech,

connotation.
d) Identify the meaning of common idioms.
e) Identify literary and classical allusions and figurative language in text.

- demonstrate an understanding of idioms.

- use prior reading knowledge and other study to identify the meaning of literary and classical allusions.

- interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- analyze connotations of words with similar denotations.

- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- identify and correctly use patterns of word changes that indicate different

Slovak, Polish).

Teachers should include the study of common roots and affixes as a way to develop and extend vocabulary

Strategies include:
- Concept maps
- Root words with prefix/suffix chart
- Prediction/ comparison charts of idioms and literal meanings

9.1 The student will make planned oral presentations independently and in small groups.

(C6)

a) Include definitions to increase clarity.
b) Use relevant details to support main ideas.
c) Illustrate main ideas through anecdotes and examples.
d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
e) Use verbal and nonverbal techniques for presentation.
f) Evaluate impact and purpose of presentation.
g) Credit information sources.
h) Give impromptu responses to questions about presentation.
i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
j) Use a variety of strategies to listen actively.
k) Summarize and evaluate information presented orally by others.
l) Assume shared responsibility for collaborative work.

9.1 To be successful with this standard, students are expected to

- define technical and specialized language to increase clarity of their oral presentations.

- incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations.

- organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.).

- use examples from their knowledge and experience to support the main ideas of their oral presentation.

- use grammar and vocabulary appropriate for situation, audience, topic, and purpose.

- demonstrate nonverbal techniques including, but not limited, to eye contact, facial expressions, gestures, and stance.

- use verbal techniques including, but not limited to, appropriate tone,

9.1 – This standard is not directly tested; however, make of the listed skills are applied in meeting other standards which ARE tested

- Students will make planned oral presentations.

- Students should cite sources according to proper MLA or APA format.

	diction, articulation, clarity, type, and rate.	
	• keep eye contact with audience, adjust volume, tone, and rate, be aware of postures and gestures, use natural tone.	
	• analyze and critique the relationship among purpose, audience, and content of presentations.	
	• assess the impact of presentations, including the effectiveness of verbal and nonverbal techniques using a rubric or checklist.	
	• give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations.	
	• respond to questions about their oral presentations.	
	• collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.	
	• engage others in a conversation by posing and responding to questions in a group situation.	
	• demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback.	
	• summarize or paraphrase what others have said to show attentiveness: "It sounds like you were saying. . ." and provide an evaluation of others' information.	
	• analyze and critique the effectiveness of a speaker's or group's demeanor	

VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies
9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. **(C6)** a) Use technology as a tool for research to organize, evaluate, and communicate information. b) Narrow the focus of a search. c) Find, evaluate, and select appropriate sources to access information and answer questions. d) Verify the validity and accuracy of all information. e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f) Credit the sources of quoted, paraphrased, and summarized ideas. g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	**9.8 To be successful with this standard, students are expected to** • use Internet resources, electronic databases, and other technology to access, organize, and present information. • focus the topic by : ° identifying audience; ° identifying purpose; ° identifying useful search terms; and ° combining search terms effectively. • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. • differentiate between reliable and unreliable resources. • question the validity and accuracy of information: ° Who is the author or sponsor of the page? ° Are there obvious reasons for bias? ° Is contact information provided? ° Is there a copyright symbol on the page? ° What is the purpose of the page? ° Is the information on the page *primary* or *secondary*? ° Is the information current? Can the information on the Web page be verified? • avoid plagiarism by: ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own; ° recognizing that one must correctly cite sources to give credit to the author of an original work; ° recognizing that sources of information must be cited even when the information has been paraphrased; and ° using quotation marks when someone else's exact words are quoted. • distinguish one's own ideas from	

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

(B5)

a) Analyze and interpret special effects used in media messages including television, film, and Internet.

b) Determine the purpose of the media message and its effect on the audience.

c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.

d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.

e) Monitor, analyze, and use multiple streams of simultaneous information.

- information created or discovered by others.

- use a style sheet, such as MLA or APA, to cite sources.

9.2 To be successful with this standard, students are expected to

- create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes.

- recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as:
  ° ad hominem – means "to the man" does not argue the issue, instead it argues the person;
  ° red herring – is a deliberate attempt to divert attention;
  ° straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man");
  ° begging the question – assumes the conclusion is true without proving it; circular argument;
  ° testimonial – uses famous people to endorse the product or idea;
  ° ethical appeal – establishes the writer as knowledgeable;
  ° emotional appeal – appeals strictly to emotions often used with strong visuals; and
  ° logical appeal – is the strategic use of logic, claims, and evidence.

- identify and evaluate word choice in the media.

- investigate the use of bias and viewpoints in media.

- describe the effect of persuasive messages in the media on the audience.

- identify public opinion trends and possible causes.

- identify and analyze choice of information in the media and distinguish between fact and opinion.

9.2 Explicit instruction should be provided to support students in *deconstructing* various media messages so that they can answer the following questions:

° **Authorship** (Who constructed the message?)

° **Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.)

° **Audience** (Who is the person or persons meant to see the message? How will different people *see* the message?)

° **Content** (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.)

° **Purpose** (Why is the message being sent— is it meant to persuade, inform, entertain, sell, or a combination of these?)

	• identify and analyze sources and viewpoints in the media. • analyze information from many different print and electronic sources. • identify basic principles of media literacy: ° media messages are constructed; ° messages are representations of reality with values and viewpoints; ° each form of media uses a unique set of rules to construct messages; ° individuals interpret based on personal experience; and ° media are driven to gain profit or power. • identify key questions of media literacy: ° Who created the message? ° What techniques are used to attract attention? ° How might different people react differently to this message? ° What values, lifestyles and points of view are represented in, or omitted from, this message? ° What is the purpose of this message?	
9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. **(C5)** a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions. b) Use parallel structures across sentences and paragraphs. c) Use appositives, main clauses, and subordinate clauses. d) Use commas and semicolons to distinguish and divide main and subordinate clauses. e) Distinguish between active and passive voice. f) Proofread and edit writing for intended audience and purpose.	**9.7 To be successful with this standard, students are expected to** • apply rules for sentence development, including: ° subject/verb; ° direct object; ° indirect object; ° predicate nominative; and ° predicate adjective. • identify and appropriately use coordinating conjunctions: *for, and, nor, but, or, yet,* and *so* (FANBOYS). • use parallel structure when: ° linking coordinate ideas; ° comparing or contrasting ideas; and ° linking ideas with correlative conjunctions: - *both...and* - *either...or* - *neither...nor* - *not only...but also.* • use appositives.	**9.7 Suggested strategy:** • Diagramming sentences

	- distinguish and divide main and subordinate clauses, using commas and semicolons. - use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses. - differentiate between active and passive voice to create a desired effect.	