

9th Grade Pacing Language Arts Pacing Guide

First Nine Weeks

1. Essential Understanding: Effective communication, verbal and non-verbal, is necessary in daily life.	1. Essential Question: How can one engage critically and constructively in discussions by speaking, listening, and viewing?	
	OV.2.9.3	Identify barriers to listening and generate methods to overcome them
	OV.2.9.4	Demonstrate critical listening <u>skills and productive participation in self-directed work teams for a particular purpose to include:</u> o <u>listening with civility to ideas of others</u> o <u>gaining the floor in respectful ways</u> o <u>offering dissent courteously</u> o <u>ensuring a hearing of diverse positions</u>
	R.9.9.13	Identify and discuss a position using concepts gained from reading (e.g. debate, discussion, position paper, etc.)
	2A. Essential Question: How does a writer choose an organizational structure to best express his topic and purpose?	
2. Essential Understanding: Effective writers use the writing process to produce a polished work.	W.4.9.1	Generate, gather, and organize ideas for writing
	W.4.9.2	Plan and organize writing to address a specific audience and purpose with emphasis on narration
	W.4.9.3	Communicate clearly the purpose of writing
	W.4.9.14	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations
	W.5.9.3	Write expository compositions , including analytical essays and research reports that assemble and convey evidence in support of the thesis
	W.5.9.4	Write using rhetorical strategies with special emphasis on definition, narration, description , exemplification, and compare/contrast
	W.5.9.8	Write on demand to a specified prompt within a given time frame
	W.7.9.9	Evaluate own writing to determine the best features of a piece of writing
	2B. Essential Question: How does a writer use words to express his/her tone or point of view in writing?	
	W.4.9.5	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information
	W.4.9.6	Adapt content vocabulary, voice, and tone to audience, purpose, and situation
	W.4.9.7	Arrange paragraphs into a logical progression with appropriate transition
	W.4.9.8	Revise content of writing for central idea, elaboration, unity, and organization
	W.4.9.9	Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice

<p>2. Essential Understanding: Effective writers use the writing process to produce a polished work.</p>	<p>2B. Essential Question: How does a writer use words to express his/her tone or point of view in writing?</p>	
	W.5.9.1	Adjust levels of formality, style, and tone when composing for different audiences
	W.7.9.4	Demonstrate organization, unity, and coherence by using direct transitions and sequencing
	W.7.9.6	Use concrete information for elaboration
	W.7.9.7	Use precise word choices that convey specific meaning
	W.7.9.8	Demonstrate voice in formal and informal writing
	<p>2C. Essential Question: How does using proper grammar affect the clarity and meaning of a writing assignment?</p>	
	W.4.9.4	Write clear and varied sentences
	W.4.9.10	Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences
	W.4.9.11	Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions
	W.4.9.12	Apply grammatical conventions for capitalization, punctuation, formatting, and spelling
	W.4.9.13	Refine selected pieces frequently to publish for intended audiences and purposes
	W.6.9.1	Use knowledge of types of clauses (main, subordinate)
	W.6.9.4	Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case
	W.6.9.5	Distinguish between active and passive voice
	W.6.9.6	Maintain consistent verb tense within a writing product
	W.6.9.7	Select appropriate pronouns when writing
	W.6.9.8	Apply conventional spelling to all pieces
	W.6.9.9	Apply conventional rules of capitalization in writing
	W.6.9.10	Use commas and semicolons to distinguish and divide main and subordinate clauses
W.6.9.11	Use colons and dashes effectively in writing	
W.6.9.12	Use punctuation correctly and recognize its effect on sentence structure	
W.7.9.2	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest	
<p>3. Essential Understanding: Good readers use specific strategies to aid in comprehension and to gain deeper understanding of a text.</p>	<p>3A. Essential Question: What strategies can be used to improve reading comprehension and to gain deeper understanding of a text?</p>	
	R.9.9.2	Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences
	R.9.9.3	Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating
	R.9.9.5	Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence
	R.10.9.20	Identify and define literary terms
	R.10.9.22	Identify literary elements in a work, such as setting, plot, theme, characterization, and narration in a work
W.5.9.7	Write responses to literature that articulate the significant ideas of literary works and/or support important ideas with evidence from text	

3. Essential Understanding: Good readers use specific strategies to aid in comprehension and to gain deeper understanding of a text.	3B. What are some common characteristics of narrative reading?	
	R.9.9.4	Recognize how works of a given period reflect author's background, historical events, and cultural influences
	R.9.9.7	Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text
	R.9.9.11	Recognize and define various points of view (e.g., omniscient narrator, third-person limited)
4. Essential Understanding: Knowledge of word etymology facilitates vocabulary expansion and understanding	4. Essential Question: Why is determining word meaning important?	
	R.11.9.1	Demonstrate appropriate vocabulary usage
	R.11.9.2	Use context clues , roots, prefixes and suffixes to define words
	R.11.9.3	Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage of words
	R.11.9.4	Distinguish between connotation and denotation

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Second Nine Weeks

2. Essential Understanding: Effective writers use the writing process to produce a polished work.	2A. Essential Question: How does a writer choose an organizational structure to best express his topic and purpose?	
	W.4.9.3	Communicate clearly the purpose of writing
	W.5.9.4	Write using rhetorical strategies with special emphasis on definition , narration, description, exemplification , and compare/contrast
	W.4.9.14	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations
	W.6.9.2	Use parallel structures
	W.6.9.3	Use knowledge of types of verbals (gerunds, infinitives, participles)
	W.5.9.8	Write on demand to a specified prompt within a given time frame
	W.7.9.9	Evaluate own writing to determine the best features of a piece of writing
2. Essential Understanding: Effective writers use the writing process to produce a polished work.	2B. Essential Question: How does a writer use words to express tone or point of view in writing?	
	W.4.9.5	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information
	W.4.9.6	Adapt content vocabulary, voice, and tone to audience, purpose, and situation
	W.4.9.7	Arrange paragraphs into a logical progression with appropriate transition
	W.4.9.8	Revise content of writing for central idea, elaboration, unity, and organization
	W.4.9.9	Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice
	W.5.9.5	Write a variety of letters including letters of complaint or apology that <ul style="list-style-type: none"> • follow a customary format, including proper salutation, closing and signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose, and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, tone, and style • use appropriate strategies, such as providing facts and details and/or describing and analyzing the subject
	W.7.9.3	Consider purpose, speaker, audience, and form when completing assignments emphasizing narration
	W.7.9.4	Demonstrate organization, unity, and coherence by using direct transitions and sequencing
	W.7.9.5	Use extension and elaboration to develop an idea emphasizing the use of appositives
	W.5.9.1	Adjust levels of formality, style, and tone when composing for different audiences
	W.7.9.6	Use concrete information for elaboration
	W.7.9.7	Use precise word choices that convey specific meaning

3. Essential Understanding: Good readers use specific strategies to aid in comprehension and to gain deeper understanding of a text	3A. Essential Question: What strategies can be used to improve reading comprehension and to gain deeper understanding of a text?	
	R.9.9.2	Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences
	R.9.9.3	Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating
	R.9.9.5	Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence
	W.5.9.7	Write responses to literature that articulate the significant ideas of literary works and/or support important ideas with evidence from text
	3B. What are some common characteristics of narrative reading?	
	R.9.9.4	Recognize how works of a given period reflect author's background, historical events, and cultural influences
	R.9.9.7	Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text
	R.9.9.11	Recognize and define various points of view (e.g., omniscient narrator, third-person limited)
	3C. Essential Question: How is the purpose of nonfiction reading different from that of fiction?	
	R.9.9.9	Discriminate between fact/opinion and fiction/nonfiction
	R.10.9.1	Read across the curriculum a variety of such practical texts <u>(informational and technical)</u> as advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions
	R.10.9.2	Evaluate clarity and accuracy of information in practical texts <u>(informational and technical)</u>
		<u>o Follow instructions to perform specific tasks, answer questions, or solve problems</u>
		<u>o Identify the main ideas and determine the essential elements that support the main ideas</u>
<u>o Summarize the texts and explain the relationship of visual components to the texts</u>		
<u>o Distinguish between a summary and a critique</u>		
	<u>o Interpret and use information graphs, time lines, tables, and diagrams</u>	

<p>5. Essential Understanding: With so many media options, individuals must discern which provides the most accurate information.</p>	<p>5. Essential Question: How does media shape one's opinion on any given issue?</p>	
	OV.3.9.1	Compare the advantages and disadvantages of various types of media
	OV.3.9.2	Articulate personal response to such media as editorials, news stories, and advertisements
	OV.3.9.3	Identify and evaluate a media source for bias and point of view
	W.5.9.9	Write across the curriculum
	R.9.9.6	Recognize the role of bias for both author and reader in the comprehension of a text
	R.9.9.8	Summarize and paraphrase and critique structures in structures in informational and literary texts, including relationships among concepts and details and visual components
	R.9.9.12	Use logic to define fallacies and identify fallacies in both inductive and deductive arguments
	R.10.9.17	Read a variety of literary and content prose
<p>6. Essential Understanding: Poetry provides insight into universal themes using concise language</p>	<p>6A. How does the author's use of form effect the meaning of the poem?</p>	
	R.10.9.3	Read a variety of narrative poetry, including ballad and epic
	R.10.9.5	Identify the characteristics of narrative poetry
	W.7.9.1	Use figurative language effectively with emphasis on simile and personification
	W.5.9.6	Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry

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Third Nine Weeks

2. Essential Understanding: Effective writers use the writing process to produce a polished work.	2A. Essential Question: How does a writer choose an organizational structure to best express his topic and purpose?	
	W.4.9.3	Communicate clearly the purpose of writing
	W.4.9.14	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations
	W.5.9.8	Write on demand to a specified prompt within a given time frame
	W.7.9.9	Evaluate own writing to determine the best features of a piece of writing
	2B. Essential Question: How does a writer use words to express his/her tone or point of view in writing?	
	W.4.9.5	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information
	W.4.9.6	Adapt content vocabulary, voice, and tone to audience, purpose, and situation
	W.4.9.7	Arrange paragraphs into a logical progression with appropriate transition
	W.4.9.8	Revise content of writing for central idea, elaboration, unity, and organization
	W.4.9.9	Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice
	W.5.9.1	Adjust levels of formality, style, and tone when composing for different audiences
	W.7.9.4	Demonstrate organization, unity, and coherence by using direct transitions and sequencing
	W.7.9.6	Use concrete information for elaboration
W.7.9.7	Use precise word choices that convey specific meaning	
3. Essential Understanding: Good readers use specific strategies to aid in comprehension and to gain deeper understanding of a text	3A. Essential Question: What strategies can be used to improve reading comprehension and to gain deeper understanding of a text?	
	R.9.9.1	Determine the author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin
	R.9.9.2	Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences
	R.9.9.3	Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating
	R.9.9.6	Recognize the role of bias for both author and reader in the comprehension of a text
	R.9.9.5	Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence
	R.9.9.10	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes
	R.10.9.20	Identify and define literary terms
	R.10.9.21	Explain the relationship between the author's style and literary effect
3. Essential Understanding: Good readers use specific strategies to aid in comprehension and to gain deeper understanding of a text	3B. Essential Question: What are some common characteristics of narrative reading?	
	R.9.9.4	Recognize how works of a given period reflect author's background, historical events, and cultural influences
	R.9.9.7	Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text
	R.9.9.11	Recognize and define various points of view (e.g., omniscient narrator, third-person limited)
	R.10.9.18	Recognize the influence of historical context on the form, style, and point of view of a written work

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7. Essential Understanding: The research process is used to gather and present information on a specific topic.	7. Essential Question: How do writers and speakers gather, organize, and present information about specific topics?	
	OV.1.9.1	Create, present, and adjust oral language to audience and appropriately apply the rules of standard English
	OV.1.9.2	Prepare and participate in informal discussions and activities , such as oral presentations, group discussions/work teams, and
		o Exhibit a logical structure appropriate to the audience, context, and purpose
		o Maintain focus
		o Include transitions
		o Provide coherent conclusions
	OV.1.9.3	Use appropriate visual aids in presentations
	OV.2.9.1	Analyze how the conventions of English affect oral expressions
	W.4.9.1	Generate, gather, and organize ideas for writing
	W.4.9.15	Use available technology for all aspects of the writing process
	W.5.9.2	Write biographies or autobiographies that
		o communicate the significance of the events and characters
		o specific scenes and incidents in specific places
		o describe using sensory details
		o pace time and mood
	W.5.9.3	Write expository compositions, including analytical essays and research reports that assemble and convey evidence in support of the
	IR.12.9.1	Generate open-ended questions to select a topic
	IR.12.9.2	Establish a focus for research and design a research plan to answer a specific question
	IR.12.9.3	Determine the purpose of using different research tools to access multiple sources
	IR.12.9.4	Use a variety of electronic sources to access information
	IR.12.9.5	Recognize ways to assess the credibility of authors and reliability of sources and information from websites (e.g., author credentials, author biases, copyright dates, etc) distinguishing between fact and
	IR.12.9.6	Recognize ways to verify the accuracy and usefulness of information
	IR.12.9.7	Distinguish between primary and secondary sources
	IR.12.9.8	Define plagiarism and cite quoted sources to avoid plagiarism
	IR.12.9.9	Differentiate among paraphrasing, summarizing and plagiarizing
	IR.12.9.10	Organize information and use a style manual such as MLA or APA to create note cards, formal outline, works cited page or resource sheet, thesis statement within a prescribed time frame and/or length requirements as appropriate
IR.12.9.11	Summarize, paraphrase, and/or quote relevant information	
IR.12.9.12	Create research products such as oral presentations, reports, essays that structure ideas in a sustained and logical fashion	

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Fourth Nine Weeks

2. Essential Understanding: Effective writers use the writing process to produce a polished work.	2A. Essential Question: How does a writer choose an organizational structure to best express his topic and purpose?	
	W.4.9.1	Generate, gather, and organize ideas for writing
	W.4.9.2	Plan and organize writing to address a specific audience and purpose with emphasis on narration
	W.4.9.3	Communicate clearly the purpose of writing
	W.4.9.14	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations
	W.4.9.15	Use available technology for all aspects of the writing process
	W.5.9.3	Write expository compositions, including analytical essays and research reports that assemble and convey evidence in support of the thesis
	W.5.9.4	Write using rhetorical strategies with special emphasis on definition, narration, description, exemplification, and compare/contrast
	W.5.9.9	Write across the curriculum
	W.5.9.8	Write on demand to a specified prompt within a given time frame
	W.7.9.9	Evaluate own writing to determine the best features of a piece of writing
2. Essential Understanding: Effective writers use the writing process to produce a polished work.	2B. Essential Question: How does a writer use words to express his/her tone or point of view in writing?	
	W.4.9.5	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information
	W.4.9.6	Adapt content vocabulary, voice, and tone to audience, purpose, and situation
	W.4.9.7	Arrange paragraphs into a logical progression with appropriate transition
	W.4.9.8	Revise content of writing for central idea, elaboration, unity, and organization
	W.4.9.9	Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice
	W.5.9.1	Adjust levels of formality, style, and tone when composing for different audiences
	W.7.9.4	Demonstrate organization, unity, and coherence by using direct transitions and sequencing
	W.7.9.5	Use extension and elaboration to develop an idea emphasizing the use of appositives
	W.7.9.6	Use concrete information for elaboration
	W.7.9.7	Use precise word choices that convey specific meaning

<p>2. Essential Understanding: Effective writers use the writing process to produce a polished work.</p>	<p>2C. Essential Question: How does using proper grammar affect the clarity and meaning of a writing assignment?</p>	
	W.4.9.10	Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences
	W.4.9.11	Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions
	W.4.9.13	Refine selected pieces frequently to publish for intended audiences and purposes
	W.6.9.1	Use knowledge of types of clauses (main, subordinate)
	W.6.9.4	Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case
	W.6.9.6	Maintain consistent verb tense within a writing product
<p>3. Essential Understanding: Good readers use specific strategies to aid in comprehension and to gain deeper understanding of a text</p>	<p>3A. Essential Question: What strategies can be used to improve reading comprehension and to gain deeper understanding of a text?</p>	
	R.9.9.2	Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences
	R.9.9.3	Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating
	R.9.9.5	Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence
	R.9.9.6	Recognize the role of bias for both author and reader in the comprehension of a text
	R.9.9.8	Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details
	R.9.9.10	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes
	R.10.9.17	Read a variety of literary and content prose, <u>including selections from American, British, and/or world literature</u>
	R.10.9.19	Identify the characteristics that distinguish literary forms from different cultures
	R.10.9.20	Identify and define literary terms
	R.10.9.21	Explain the relationship between the author's style and literary effect
	R.10.9.22	Identify literary elements in a work, <u>such as setting, plot, theme, characterization, and narration in a work</u>
	W.5.9.7	Write responses to literature that articulate the significant ideas of literary works and/or support important ideas with evidence from text
		<ul style="list-style-type: none"> <u>recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</u>

3. Essential Understanding: Good readers use specific strategies to aid in comprehension and to gain deeper understanding of a text	3B. Essential Question: What are some common characteristics of narrative reading?	
	R.9.9.4	Recognize how works of a given period reflect author's background, historical events, and cultural influences
	R.9.9.7	Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text
	R.9.9.11	Recognize and define various points of view (e.g., omniscient narrator, third-person limited)
	R.10.9.18	Recognize the influence of historical context on the form, style, and point of view of a written work
	6B. How does the poet use language and form to create an emotional response in the reader?	
	R.9.9.14	Identify and categorize figures of speech and sound devices, including simile, metaphor, personification, hyperbole, oxymoron, and pun
	R.10.9.4	Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices
	R.10.9.6	Read traditional and contemporary works of poets from many cultures
	R.10.9.7	Identify the concept of persona
	R.10.9.8	Identify techniques poets use to evoke emotion in a reader
	R.10.9.9	Explain how word choice in a poem creates tone and voice
	R.10.9.10	Paraphrase and interpret to find the meaning of selected poems, emphasizing the line
8. Essential Understanding: Drama involves using its own specific elements in order to convey its theme and meaning to the reader.	8. How does the type of drama affect its meaning and purpose?	
	OV.1.9.4	Participate in a variety of such speaking activities as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, and literary reviews
	R.10.9.11	Read a variety of dramatic selections, including an Elizabethan tragedy
	R.10.9.12	Identify the two basic parts of drama: staging and scripting
	R.10.9.13	Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types
	R.10.9.14	Compare and contrast the elements of character, setting, and plot in drama
	R.10.9.15	Describe how stage directions help the reader understand the setting, mood, characters, plot and theme
	R.10.9.16	Define and identify the elements of Elizabethan tragedy
	R.10.9.23	Explain the use of verbal irony, dramatic irony, and situational irony