
Virginia 9 English I / Grade 9 English Language Arts

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Virginia
Grade	9 (High)
Subject	English I / Grade 9 English Language Arts
Course category	English Language Arts
Standards family	English Language Arts / Literacy
Framework	Virginia Standards of Learning
Issuing agency	Virginia Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Perspectives Across Different Kinds of Text

Unit 3: Perspectives, and Listening Critically · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What happens when two texts disagree about the same thing?
Standards	Perspectives Across Fiction and Multimodal Texts -> 9.C.3 strand — text
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare and contrast perspectives across text types.
- Students will account for what each text type can and cannot do.

Success criteria (student-friendly)

- "I compare rather than describe in turn."
- "I account for what each text type can do."
- "I identify where the disagreement actually lies."

Academic vocabulary

perspective, multimodal, compare, contrast, disagreement

Materials and technology

- Texts of several kinds you supply
- Paper and pencils
- Board or large paper
- Comparison grids
- Reading journals

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A comparison of perspectives across at least three text types.

Family communication

Ask your child which two texts they compared and where they disagreed.

Day 41 — Five Kinds in One Standard

Week 9, Day 1 · Unit 3 · Standards: 9.C.3

Focus	The range.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: reading across disciplines. Teach: comparing across kinds is harder and more valuable than comparing two novels - each kind can do things the others cannot. Try: shared listing of what each kind does well. Apply: students state one strength of each. Reflect: the range is required, not optional.

Check for understanding

Student states what each text type can do that the others cannot.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Finding the Actual Disagreement

Week 9, Day 2 · Unit 3 · Standards: 9.C.3

Focus	Precision.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: the kinds. Teach: that two texts rarely disagree about everything, and that locating the precise point - a fact, an emphasis, a value, a definition - is what turns a vague contrast into an analysis. Try: shared location on a described pair. Apply: students locate one. Reflect: most 'disagreements' turn out to be about a definition.

Check for understanding

Student locates the precise point on which two texts disagree.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Comparing, Not Describing Twice

Week 9, Day 3 · Unit 3 · Standards: 9.C.3

Focus	The discipline.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: the disagreement. Teach: that a comparison states a RELATION - more, less, whereas, both - and that a paragraph on each text is not one however good each paragraph is. Try: shared conversion. Apply: students write comparative statements.

Check for understanding

Student writes statements comparing rather than describing in turn.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — What the Form Contributed

Week 9, Day 4 · Unit 3 · Standards: 9.C.3

Focus	Medium.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: comparison. Teach: that some of the difference between two texts comes from the FORM rather than the view - a documentary can show, an essay can argue, a poem can compress - so an honest comparison separates what the perspective contributed from what the medium did. Try: shared separation. Apply: students separate the two. Reflect: this is the subtlest move in the week.

Check for understanding

Student separates a perspective's contribution from the medium's.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — The Perspective Comparison Written

Week 9, Day 5 • Unit 3 • Standards: 9.C.3

Focus	9.C.3 assessed.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: separation. Teach: writing the comparison across at least three kinds with the disagreement located and the medium accounted for. Try: shared drafting. Apply: students write it. Reflect: this week's standard assessed; it returns in Week 36.

Check for understanding

Student writes a comparison of perspectives across three text types.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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