

English 9 Essential Curriculum

Goal I The student will demonstrate the ability to apply concepts of word, phrase, clause, and sentence (including subject-verb).

Objectives - The student will:

- a. Differentiate connotative from denotative meanings of words. (VSC 1.1.4)
- b. Explain how a dependent (subordinate) clause is a sentence component that can function as a modifier (adjective clause, adverb clause) by: (VSC 4.1.1)
 - Identifying a clause as a group of words with both a subject and verb that functions as a sentence component.
 - Using clauses to add information or details to a sentence (in the same way single word or phrase modifiers are used).
- c. Explain how some words and phrases (gerunds, gerund phrases) can take the place of nouns in a sentence (*Running is my favorite hobby. He hates driving a car at night.*) (VSC 4.1.1)

Goal II The student will demonstrate the ability to achieve sentence fluency through sentence combining and sentence composing. (VSC 3.2.3)

Objectives - The student will:

- a. Use coordination and subordination of sentence components by: (VSC3.2.3)
 - Subordinating sentence components to link or contrast related material.
 - Identifying sentence-combining possibilities during the revision stage of student composing.
- b. Employ sentence combining as a support or scaffolding for original sentence composing by: (VSC 3.2.3)
 - Using particular and identifiable types of phrases and clauses acquired through sentence combining for ongoing composing.
 - Using skills acquired through sentence combining during the revision stage of the composing process to improve sentence maturity.
- c. Discover how a variety of paragraphs is possible and acceptable from a series of single clusters related by theme or topic by:
 - Exploring the combination of a series of clusters so that a paragraph results from individual sentence combinations.
 - Comparing student-generated paragraphs.

- d. Apply the conventions for punctuating phrases and clauses by:
 - Using commas to set off a nonessential adjective clause.
 - Using a comma to set off an adverb clause where appropriate (e.g., an introductory or interrupting adverb clause, but usually not an adverb clause at the end of a sentence) (VSC3.2.3)

Goal III The student will demonstrate the ability to achieve style through the manipulation of syntactic elements.

Objectives - The student will:

- a. Vary the placement of individual components (words, phrases, and clauses) as modifiers by:
 - Placing modifiers clearly and effectively in any of three basic positions (introductory, interrupting, closing). (VSC 3.2.3)
- b. Use coordination and subordination of sentence components effectively by:
 - Improving the rhythm of a composition with appropriate coordination. (VSC 3.2.4)
- c. Use parallel grammatical components when appropriate by:
 - Identifying situations in which parallel structure is needed (e.g., in a series, in comparisons).
- c. Eliminate or reconstruct misplaced or dangling modifiers after:
 - Identifying dangling modifiers as phrases or clauses that do not logically seem to modify any word in a sentence (e.g., *Watching television, the screen suddenly went blank.*). (VSC 3.2.3)
- d. Revise sentences for conciseness and clarity using specific, precise language. (VSC 3.2.3)
- e. Select language to create appropriate tone by:
 - Choosing tone effectively (e.g., humorous, urgent, formal, informal) for purpose and audience.
 - Recognizing how word choice affects tone. (VSC 3.2.3)

Goal IV The student will demonstrate the ability to recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)

Objectives - The student will:

- a. Gain an appreciation of the many different dialects of English through study of oral discourse, film, and literature by describing linguistic variables that define dialect.

- b. Explore the status of Standard English as a language of wider communication in academic and career settings by recognizing how the language of wider communication becomes the language of power.
- c. Identify and use formal and informal language appropriate to a particular purpose and audience by:
 - Employing informal language to achieve a desired literary effect (e.g., anecdote, dialogue, description).
 - Revising a text to address a new audience, purpose, or tone.

Writers Record Experience Unit

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives – The student will:

- a. Identify features of *language* that create personal *voice* and *tone* by: [CLG 1.3.3] (VSC 2.1.2)
 - Analyzing the effects of certain words and phrases on the voice or tone of a *personal narrative*
 - Identifying similarities or differences in the overall tone created by language choices across personal narratives.
 - Analyzing how the writer uses language to create and/or alter his tone.
- b. Consider the contributions of *plot* and *setting* when constructing meaning by: [CLG 1.2.1] (VSC 1.2.1)
 - Identifying the sequence of events, cause and effect relationships, *rising action*, *climax* or *turning point*, and the *falling action* or *resolution* in a personal narrative
 - Identifying details that provide clues to the setting, the *mood* created by the setting, and the role the setting plays in the personal narrative.
 - Analyzing the role plot and settings play in the development of theme and characterization.
- c. Use pre-reading strategies appropriate to both the *text* and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions by: [CLG 1.1.1] (VSC1.1.1)
 - Recognizing the implications of text features such as title, subheadings, pictures, and captions
 - Linking appropriate experiences and prior knowledge about the topic, author, or type of material to selected narratives
 - Identifying an appropriate purpose for reading a personal narrative
 - Predicting the development, topics, or ideas that might logically be included if the personal narrative were extended
 - Identifying questions a reader would expect to be answered by reading a personal narrative
 - Identifying topics of discussion that might enhance a reader's understanding of a personal narrative.
 - **Synthesizing the form of diaries, journals, memoirs, and autobiographies, as well as poetry to define a context for reading. G/T**
 - **Researching background information as a preparation for reading. G/T**

- d. Use during-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.2] (VSC 1.1.2)
- Using *visual aids*
 - Making connections between ideas within the personal narrative and relevant prior knowledge
 - Identifying the organizational pattern of a personal narrative
 - Identifying the meaning of words and phrases as they are used in the context of a personal narrative
 - Focusing on similarities or differences in organizational patterns, purpose, and relevant prior knowledge across personal narratives.
 - Maintaining a reading log of critical questions
 - Using organizational patterns of a text to define author's purpose.
- e. Use after-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.3] (VSC 1.1.3)
- Summarizing, comparing, contrasting, and synthesizing significant ideas in a personal narrative
 - Summarizing or synthesizing significant ideas across personal narratives and drawing conclusions based on the information in more than one personal narrative
 - Drawing conclusions based upon information from a personal narrative
 - Confirming the usefulness or purpose for reading a personal narrative.
 - Determining author's purpose, comparing it to self- predictions, and evaluating the author's means to achieve the purpose.
 - Extend common ideas among print and non-print texts.
 - **Analyzing how a quote from an outside source relates to the reading. G/T**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (VSC 3.1.1)

Objectives – The student will:

- a. Compose a personal narrative or *memoir* about an incident or series of incidents to express personal ideas. [CLG 2.1.3]
- b. Compose an *expository essay* by:
 - Analyzing the contributions of plot and setting to the development of the narrative. (VSC 3.1.1)
 - **Analyzing how an outside quote or critical analysis relates to the narrative. G/T (VSC 2.1.1)**
- c. Respond to an SAT-type prompt within a 35-minute time
- d. **Respond to an AP-type time writing prompt GT**
- e. Use a variety of *pre-writing* strategies by: [CLG 2.2.1] (VSC 3.2.1)

- Generating ideas for a personal narrative (e.g., *brainstorming*)
 - Developing ideas for a personal narrative (e.g., listing, free writing)
 - Beginning a coherent plan for composing (e.g., *graphic organizers*)
 - Identifying relevant sources of information.
- f. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
- Selecting a logical sequence of ideas or sentences for a personal narrative
 - Selecting an appropriate organizational structure for a personal narrative emphasizing purpose and audience
 - Selecting or deselecting information to suit a given purpose or audience.
- g. **Revise** using 6+1 Traits of Writing rubrics: (VSC 3.2.3)
- Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization
- h. Use suitable traditional and electronic resources to refine and edit a personal narrative for effective and appropriate use of language and *conventions*, such as capitalization, punctuation, and spelling by: [CLG 2.2.5]

Goal 3. The student will demonstrate the ability to evaluate the content, organization, and language of texts. (VSC 2.1.2)

Objectives – The student will:

- a. State and explain a personal response to a personal narrative or memoir [CLG 4.1.1] (VSC 2.1.2)
- b. Identify specific words, phrases, scenes, *images*, and *symbols* that support a personal response to a personal narrative or memoir. [CLG 4.1.2] (VSC 2.1.1)
- c. Evaluate the author’s use of organization, content, and language to develop ideas in self-selected non-print text. G/T (VSC 2.1.4)**

Goal 4. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats. (VSC 5.1.1)

Objectives – The student will:

- a. Explore techniques of narrative speaking

- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions [CLG 2.2.4] (VSC 5.2.2)
- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T (VSC 6.1.1)**

Writers Invent Character and Point of View Unit

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives – The student will:

- a. Consider the contribution of *character* and *point of view* when constructing the meaning of texts by: [CLG 1.2.1] (VSC 1.2.1)
 - Examining characters’ defining traits, motivations, and developments throughout the text
 - Examining the *conflicts* that motivate characters
 - Examining the *perspective* of the author or speaker as well as the effects of first-person or third-person narration
 - **Explaining how the method of characterization affects meaning G/T**
 - **Explaining how point of view affects and limits a text’s meaning. G/T**

- b. Use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purposes(s), and making predictions by: [CLG 1.1.1] (VSC 1.1.1)
 - Recognizing the implications of text features such as title, subheadings, pictures, and captions
 - Linking appropriate experiences and prior knowledge about the topic, author, or type of material to selected character descriptions
 - Identifying an appropriate purpose for reading a personal narrative
 - Predicting the development, topics, or ideas that might logically be included if the description were extended
 - Identifying questions a reader would expect to be answered by reading a character description
 - Identifying topics of discussion that might enhance a reader’s understanding of a character description
 - Researching background information as a preparation for reading.
 - **Maintaining a Critical Questions reading log. G/T**

- c. Use during-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.2] (VSC 1.1.2)
 - Using *visual aids*
 - Making connections between ideas within the character description and relevant prior knowledge
 - Identifying the organizational pattern of a character description
 - Identifying the meaning of words and phrases as they are used in context
 - Focusing on similarities or differences in organizational patterns, purpose, and relevant prior knowledge across character descriptions.

- **Using organizational patterns of a text to define author’s purpose. G/T**
- d. Use after-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.3] (VSC 1.1.3)
- Summarizing, comparing, contrasting, and synthesizing significant ideas in a character description
 - Summarizing or synthesizing significant ideas across texts and drawing conclusions based on the information in more than one character description
 - Drawing conclusions based upon information from a character description
 - Confirming the usefulness or purpose for reading a character description.
 - **Determining author’s purpose, comparing it to self-predictions, and evaluating the author’s means to achieve the purpose G/T**
 - **Examining an author’s intent to use a character and a narrator to extend meaning. G/T**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. (VSC 3.1.3)

Objectives – The student will:

- a. Compose a *description* of a person [CLG 2.1.2]
- b. Compose an exposition by completing one of the following:
 - examining character actions
 - evaluating the author’s point of view
- c. **Compose an essay evaluating an author’s use of characterization to develop motivations, conflict, and/or themes within the text by:**
 - **Developing a thesis.**
 - **Creating an “attention-getting” introduction and a conclusion that offers further thought.**
 - **Using transitional words and phrases to connect ideas.**
 - **Using textual support in defense of presented thoughts and ideas.**
 - **Making connections between character and theme. G/T (VSC 3.1.2)**
- d. **Compare character development within a poem and a text of the student’s choice that both have similar themes in a 30-minute timed writing by:**
 - **Showing similarities and differences in character development.**
 - **Using an appropriate organizational structure to serve the purpose.**
 - **Developing an effective thesis, introduction, and conclusion.**
 - **Using textual support. G/T**
- e. Use a variety of *pre-writing* strategies by: [CLG 2.2.1] (VSC 3.2.1)
 - Generating ideas for a description of a person (e.g., *brainstorming*)
 - Developing ideas for a description (e.g., listing, free writing)
 - Beginning a coherent plan for composing (e.g., *graphic organizers*)
 - Identifying relevant sources of information.

- a. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
 - Selecting a logical sequence of ideas or sentences for a description of a person
 - Selecting an appropriate organizational structure for a description emphasizing purpose and audience
 - Selecting or deselecting information to suit a description.
- b. **Revise** using 6+1 Traits of Writing rubrics: (VSC 3.2.3)
 - Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice.
- c. Use suitable traditional and electronic resources to refine and edit or effective and appropriate use of language and *conventions*, such as capitalization, punctuation, and spelling by: [CLG 2.2.5]

Goal 3. The student will demonstrate the ability to evaluate the content, organization, and language of texts. (VSC 2.1.2)

Objectives – The student will:

- a. State and explain a personal response to a character [CLG 4.1.1] (VSC 1.2.4)
- b. Identify specific words, phrases, scenes, *images*, and *symbols* that support a personal response to a character description [CLG 4.1.2] (VSC 2.1.1)
- c. Evaluate textual changes in text and explain how these changes alter tone and meaning
- d. Assess the effectiveness of words, phrases, or sentences that extend meaning in [CLG 4.2.1] (VSC 2.1.2)
- e. Assess the effectiveness of word order and placement of modifiers to provide emphasis to text [CLG 4.2.1](VSC 2.1.2)
- f. **Investigate descriptive passages in poetry and prose which help to establish setting, point of view, and characterization G/T**

- g. Critique a speaker’s diction and syntax in relation to the purpose of an oral communication and the intended effect on the audience. G/T (VSC 6.1.1 & 6.1.3)**

Goal 4. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will apply techniques of public speaking in speeches. (VSC 5.2.1)

- a. Explore techniques of persuasive speaking
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions [CLG 2.2.4) (VSC 5.2.2)
- c. Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T**

Writers Choose Language Unit

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. (VSC 2.1.2)

Objectives – The student will:

- a. Identify features of *language* that create personal *voice* and *tone* by: [CLG 1.3.3]
 - Analyzing the effects of certain words and phrases on the tone or voice of *narrative* and *expository* texts
 - Identifying similarities or differences in the overall tone created by language in narrative and expository texts.
- b. **Apply knowledge of genre and/or structural characteristics to interpret texts by: G/T**
 - **Analyzing the structure of poetic forms.**
 - **Explaining the relationships between poetry form, theme, and elements of style.**
- c. Use pre-reading strategies appropriate to both the *text* and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purposes(s), and making predictions by: [CLG 1.1.1] (VSC 1.1.1)
 - Recognizing the implications of text features such as title, subheadings, pictures, and captions
 - Linking appropriate experiences and prior knowledge about the topic, author, or type of material to selected texts
 - Identifying an appropriate purpose for reading a text
 - Predicting the development, topics, or ideas that might logically be included if the text were extended
 - Identifying questions a reader would expect to be answered by reading a text
 - Identifying topics of discussion that might enhance a reader's understanding of a text.
- d. Use during-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.2] (VSC 1.1.2)
 - Using *visual aids*
 - Making connections between ideas within the text and relevant prior knowledge
 - Identifying the organizational pattern of a text
 - Identifying the meaning of words and phrases as they are used in context

- Focusing on similarities or differences in organizational patterns, purpose, and relevant prior knowledge across texts.
 - **Maintaining a reading log of critical questions. G/T**
 - **Identifying features of figurative and persuasive language. G/T**
- e. Use after-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.3] (VSC 1.1.3)
- Summarizing, comparing, contrasting, and synthesizing significant ideas in texts
 - Summarizing or synthesizing significant ideas across texts and drawing conclusions based on the information in more than one text
 - Drawing conclusions based upon information from a text
 - Confirming the usefulness or purpose for reading a text
 - **Analyzing how a quote within the text brings clarity to the reader. G/T**
 - **Examining the effectiveness of an author’s use of persuasive language in essays and in texts to add meaning. G/T (VSC 2.1.1)**
 - **Analyzing ways in which author’s use various literary devices (e.g., patterns of imagery, allegory, symbolism, and sound) accomplish purpose. G/T**
 - **Determining how the author’s use of language and plot reflect the time period. G/T (VSC 1.2.4)**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives – The student will:

- a. Compose a poem to express personal ideas [CLG 2.1.3]
- b. Compose a *persuasive* essay that supports a position on an issue presented [CLG 2.1.4] (VSC 3.1.2)
- c. **Compose a multi-paragraph essay that evaluates how an author’s choice of figurative language develops character, setting, conflict or tone to support a theme. G/T (VSC 3.1.2, 1.2.1)**
- d. Respond to an SAT-style prompt within a 35-minute time period.
- e. **Respond to an AP-type prompt GT (VSC 3.2.1)**
- f. Use a variety of *pre-writing* strategies by: [CLG 2.2.1]
 - Generating ideas for a poem and persuasive essay (e.g., *brainstorming*)
 - Developing ideas for a poem and persuasive essay (e.g., listing, free writing)
 - Beginning a coherent plan for composing (e.g., *graphic organizers*)
 - Identifying relevant sources of information for a persuasive essay.

- g. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
- Selecting evocative words and phrases for a poem
 - Selecting effective placement of words and phrases in a poem
 - Selecting a logical sequence of ideas or sentences for a persuasive essay
 - Selecting an appropriate organizational structure for a persuasive essay emphasizing purpose and audience
 - Selecting or deselecting information to suit a persuasive essay.
- h. **Revise** using 6+1 Traits of Writing rubrics: (VSC 3.2.3)
- Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization
- i. Use suitable traditional and electronic resources to refine and edit a poem and a persuasive essay for effective and appropriate use of language and conventions. (VSC 3.2.4)

Goal 3. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives – The student will:

- a. State and explain a personal response to a print or non-print text [CLG 4.1.1] (VSC 2.1.1)
- b. Identify specific words, phrases, *images*, and *symbols* that support a personal response to a poem or persuasive essay [CLG4.1.2] (VSC 2.1.2)
- c. Assess the effectiveness of words, phrases, or sentences that extend meaning [CLG 4.2.1] (VSC 2.1.1)
- d. Assess the effectiveness of word order and placement of modifiers to provide emphasis [CLG 4.2.1] (VSC 2.1.1)
- e. **Investigate the relationship between rhetoric and tone. G/T**
- f. **Assess the writer’s ability to convey information and/or make emotional appeals through his language. G/T**

Goal 4. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. EXPLORE techniques of expository speaking (VSC 5.2.2)
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions [CLG 2.2.4 (VSC 5.2.2)]
- c. Explain how structure **and delivery (intonation, pitch, volume, pause, rate, movement, and gestures)** affect the meaning of oral texts. G/T (VSC 6.1.1)

Writers Create Meaning: Theme Unit

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives – The student will:

- a. Explain the implications of a *text* for the reader or contemporary society by: [CLG 1.2.5] (VSC 1.2.2)
 - Identifying and developing ideas and issues of a text that may have implications for readers or contemporary society
 - Identifying similarities of ideas and issues across texts.
 - Extending common ideas among print and non-print texts
 - Recognizing the effects of an author’s time period on the development of narrative elements.
- b. Explain how common and universal experiences serve as the source of literary *themes* that cross time and cultures by: [1.3.5] (VSC 1.2.2)
 - Identifying the experiences, emotions, issues and ideas in texts that give rise to universal literary themes.
 - Analyzing and comparing structure and rhetoric across significant cross-cultural literary works.
- c. Use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purposes(s), and making predictions by: [CLG 1.1.1] (VSC 1.1.1)
 - Recognizing the implications of text features such as title, subheadings, pictures, and captions
 - Linking appropriate experiences and prior knowledge about the topic author, or type of material to selected texts
 - Identifying an appropriate purpose for reading a text
 - Predicting the development, topics, or ideas that might logically be included if the text were extended
 - Identifying questions a reader would expect to be answered by reading a text
 - Identifying topics of discussion that might enhance a reader’s understanding of a text.
- d. Use during-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.2] (VSC 1.1.2)
 - Using visual aids
 - Making connections between ideas within the text and relevant prior knowledge
 - Identifying the organizational pattern of a text
 - Identifying the meaning of words and phrases as they are used in context

- Focusing on similarities or differences in organizational patterns, purpose, and relevant prior knowledge across texts
 - Recognizing common themes present in poetry, essays, and stories
 - **Maintaining a reading log of critical questions G/T**
 - **Creating a log of textual support that connects theme to plot, tone, character, conflict, setting, or language. G/T**
- e. Use after-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.3] (VSC 1.1.3)
- Summarizing, comparing, contrasting, and synthesizing significant ideas in texts
 - Summarizing or synthesizing significant ideas across texts and drawing conclusions based on the information in more than one text
 - Drawing conclusions based upon information from a text
 - Confirming the usefulness or purpose for reading a text.
 - **Analyzing how a quote from an outside source extends meaning. G/T**
 - **Drawing conclusions about author’s use of tone, voice, plot, setting, character, conflict, point of view, and/or figurative or persuasive language as they support theme. G/T (VSC 2.1.1, 1.2.4)**
 - **Comparing the development of themes and/or styles across literary and historical periods and diverse cultures. G/T (VSC 2.1.3)**
 - **Analyzing the relationship between the development of theme and the particular styles of multiple texts. G/T (VSC 2.1.3)**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives – The student will:

- a. Compose an essay that examines theme in a literary text as it emerges through *plot, character, setting, conflict*, and *point of view* (VSC 3.1.3)
- b. Compose an essay that examines the connection between print text and non-print text (VSC 3.1.5)
- c. **Compose a response to an AP-style question in a 35-minute timed writing by: G/T (VSC 3.1.2)**
 - **Choosing an appropriate organizational structure to respond to the prompt. (VSC 3.1.2)**
 - **Developing a thesis that presents the organization of the response in a clear manner.**
 - **Following the organization structure throughout the development of an essay.**
- d. Respond to an SAT-type prompt

- e. Use a variety of *pre-writing* strategies by: [CLG 2.2.1] (VSC 3.2.1)
 - Generating ideas for an essay (e.g., *brainstorming*)
 - Developing ideas for an essay (e.g., listing, free writing)
 - Beginning a coherent plan for composing (e.g., *graphic organizers*)
 - Identifying relevant sources of information.

- f. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
 - Selecting a logical sequence of ideas or sentences for an essay
 - Selecting an appropriate organizational structure for an essay emphasizing purpose and audience
 - Selecting or deselecting information to suit an expository essay.

- g. **Revise** using 6+1 Traits of Writing rubrics: (VSC 3.2.3)
 - Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization

- h. Use suitable traditional and electronic resources to refine and edit for effective and appropriate use of language and **conventions**, such as capitalization, punctuation, and spelling by: [CLG 2.2.5] (VSC 3.2.4)

Goal 3. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives – The student will:

- a. State and explain a personal response to print and non-print text [CLG 4.1.1] (VSC 2.1.1)
- b. Assess the effectiveness of organizational patterns, word choice, syntax, use of figurative language and rhetorical devices (VSC 2.1.2)
- c. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience or fulfill a purpose [CLG 4.2.2] (VSC 2.1.2)
- d. **Evaluate the author’s ability to effectively portray the theme of the poem, essay, or story. G/T**
- e. **Investigating the connectivity of literary and non-literary works using themes. G/T (VSC 2.1.3, 2.1.4)**
- f. **Assess the effectiveness of symbols in relation to themes. G/T (VSC 2.1.2)**

Goal 4. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Explore techniques of public speaking (VSC 5.2.2)
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions [CLG 2.2.4 (VSC 5.2.2)]
- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T (VSC 6.1.1)**

The Research Process

Students in English 9 experience the research process by composing a research paper or project on one of two topics provided or on a teacher-approved student-selected topic. The research component of the English 9 curriculum may be integrated into an existing unit or may be undertaken between units.

Objectives - The students will:

- a. Identify sources of information on a self-selected and/or given topic including: [CLG 2.3.1] (VSC 3.1.4)
 - Dictionary
 - Thesaurus
 - Encyclopedia
 - Magazines
 - Newspapers
 - Nonfiction books
 - Card catalogue (traditional and electronic)
 - On-line websites.
- b. Use the Big6 process for recording, documenting, and organizing information including: [CLG 2.3.3]
 - Appropriate strategies for taking notes
 - Appropriate strategies for organizing source information or notes
 - Information to include or exclude when using a note-taking method

- Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information (e.g., paraphrase, summary, direct quote)
 - Advantages, disadvantages, or limitations of sources of information (e.g., bias, accuracy, availability, variety, currency)
 - Information to include or exclude in a reference citation when using either traditional or electronic sources of information.
- c. Demonstrate an understanding of academic integrity and all its implications
- d. Use Turnitin.com as outlined by the teacher

Voluntary State Curriculum 9

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1

Objective 1.1.1: The student will prepare for reading, viewing, and/or listening to a text. ECLG 1.1.1

Grade 9

The student will

- *Predict the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.1*
- *Link appropriate experiences and prior knowledge about the topic, author, or type of material to the text* ECLG 1.1.1*
- *Identify an appropriate purpose for reading the text* ECLG 1.1.1*
- *Identify questions a reader would expect to be answered by reading the text* ECLG 1.1.1*
- *Identify topics of discussion that may enhance a reader's understanding of the text* ECLG 1.1.1*
- *Predict the development of topics, ideas, events, and/or themes that might logically occur in the text*
- *Synthesize background materials from a variety of sources to define a context for reading a particular text*
- *Research background information as a preparation for reading*

Objective 1.1.2: the student will monitor understanding while reading, viewing, and/or listening to a text. ECLG 1.1.2; ADP A, F

Grade 9

The student will

- *Determine the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.2, ADP F5*
- *Analyze relationships between and among ideas within the text and/or relevant prior knowledge* ECLG 1.1.2*
- *Determine the organizational pattern and use that pattern to define the author's purpose* ECLG 1.1.2*
- *Focus on similarities and/or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within a text* ECLG 1.1.2*
- *Use context to determine the meaning of words and phrases ECLG 1.1.2, ADP A4*
- *Annotate and/or reread wither silently or orally to ask or answer questions about/or summarize the text*
- *Modify initial predictions about topics, ideas, events, and/or themes in the text*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1

Objective 1.1.3: The student will confirm understanding after reading, viewing, and/or listening to a text. ECLG 1.1.3, ADP B, F

Grade 9

The student will

- *Paraphrase and/or summarize significant ideas in a text or across texts* ECLG 1.1.3; ADP B2, B3, F7*
- *Compare/Contrast, draw conclusions from, and synthesize significant ideas in a text or across texts* ECLG 1.1.3; ADP B2, B3, F7, F8*
- *Predict the development, topics, or ideas that might logically be included if the text were extended* ECLG 1.1.3*
- *Select from among multiple methods of synthesizing ideas (e.g., summary, critique) ADP F4*
- *Identify areas for further reading or research*
- *Confirm the usefulness of or purpose for reading the text ECLG 1.1.3*

Objective 1.1.4: Student will apply knowledge of word meaning, context, structure, and origin to define unfamiliar words. ECLG 1.1.2, 3.2.2; ADP A

Grade 9

The student will

- *Determine the meaning of above-grade-level words, multiple-meaning words, colloquialisms, idioms, and other words and phrases as they are used in context* ECLG1.1.1, ADP A4*
- *Differentiate between denotative and connotative and the literal and figurative meanings of words, including idioms and colloquialisms* ECLG 3.2.2; ADP A5, A6*
- *Apply knowledge of Greek, Latin, and Anglo-Saxon roots, affixes, and cognates to draw inferences about word meaning ADP A3*
- *Apply knowledge of world mythologies (e.g., Greek, Roman, Norse) to understand the origin and meaning of unfamiliar words*
- *Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology)*
- *Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms) ADP A7*

*=English Has Assessment Limit
ADP= American Diploma Project

ECLG=English Core Learning Goals
MSDE. 5/16/07

SFS=Skills for Success

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2

Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts. ECLG 1.2.1, ADP H

Grade 9

The student will

- *Determine the significance of the following as each contributes to the meaning of a text:*
 - *plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution* ECLG 1.2.1, ADP H4*
 - *characters' defining traits, motivations, and developments throughout the text* ECLG 1.2.1, ADP H4*
 - *details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text* ECLG 1.2.1*
 - *conflicts that motivate characters and those that serve to advance the plot* ECLG 1.2.1*
 - *the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s) *ECLG 1.2.1*
 - *narration, dialogue, dramatic monologue, asides, soliloquies, and character foils ADP H4*
 - *various literary devices, including figurative language, imagery, allegory, and symbolism*
- *Identify the specific structural elements of particular literary forms (e.g., short story, novel, drama, poetry, essay, biography, autobiography, journalistic writing, film) ECLG 1.1.5 ADP H3*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2

Objective 1.2.2: The student will determine the critical or central idea(s) of a text. ECLG 1.2.5, 1.3.5; ADP F, H

Grade 9

The student will

- *Determine and/or explain the theme(s) found in a work of literature* ECLG 1.3.5; ADP H4, H8*

- *Determine and/or explain the experiences, emotions, issues, and ideas in a text that give rise to universal literary themes** ECLG 1.3.5
- *Determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society** ECLG 1.2.5
- *Determine and/or explain the thesis or central idea(s) of a nonfiction or other informational text (e.g., articles, essays, speeches, literary criticism, etc.)** ADP F2

Objective 1.2.3: The student will determine the relationship among the format, structure, and meaning of informational texts. ECLG 1.2.2; ADP B, F

Grade 9

The student will

- *Determine the extent to which the format (e.g., text features, layout, graphics, and other visual components) of an informational document enhances or detracts from its clarity and meaning* ADP F3, F5, F11
- *Determine the extent to which the structure of informational texts (e.g., editorials, essays, speeches, project plans, proposals, brochures, resumes) contributes to meaning and/or purpose* ADP B5, F9, F11
- *Identify and explain interrelationships among ideas and concepts within informational text(s) (e.g., cause/effect, comparison/contrast)* ADP F6
- *Apply the features, structures, rhetorical devices, and content informational texts (e.g., speeches, debates, charts, time lines, diagrams) to perform tasks, answer questions, or solve problems* ADP F1, F5

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism) ECLG 1.2

Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural). ECLG 1.3.2, 4.1.1; ADP H

Grade 9

The student will

- *Determine the influence, effect, or impact of historical, cultural, or biographical information on a text** ECLG 1.3.5
- *Interpret literary works from an individual, reader-centered approach and as part of a community of readers* ECCLG 4.1.1
- *Analyze literary works for what they suggest about the historical period in which they were written* ADP H7
- *Relate literary works to important primary source documents of their literary or historical period*
- *Explain the relationship between a literary work and the life experience of its author*
- *Analyze the significance of a text in its historical and/or cultural context*
- *Determine the structural characteristics of a text and interpret that text using those characteristics*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.1: The student will analyze organization, structure, and syntax that reveal an author's purpose. ECLG 1.2.2, ADP F, H

Grade 9

The student will

- Determine and/or explain the significance of or rationale for the following as each contributes to the author's purpose ECLG 1.2.2
 - the arrangement of ideas in a particular way* ECLG 1.2.2
 - syntax and the arrangement of phrases and sentences* ECLG 1.2.2, 1.2.3
 - words and syntax that create rhythm* ECLG 1.2.2, ADP H5
 - organizational patterns* ECLG 1.2.3
 - structural features* ECLG 1.2.3
- Explain the effectiveness of organization, structure, and syntax in accomplishing a purpose* ECLG 4.1.1

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.2: The student will analyze stylistic elements in a text or across texts that communicate an author's purpose. ECLG 1.2.3, 4.2.1; ADP B, H

Grade 9

The student will

- Determine the tone or voice of a text or a portion of a text or across texts* ECLG 1.3.3.
- Determine and/or explain the significance of the following as each contributes to the author's purpose ECLG 1.2.3, ADP B5
 - repetition and/or exaggeration, parallelism* ECLG 1.2.3
 - allusion, analogy* ACLG 1.2.3
 - figurative language, imagery, symbolism* ECLG 1.2.2, 1.2.3
 - a particular speaker or point of view* ECLG 1.2.2
 - transitions* ECLG 1.2.3, 4.2.3
 - choice of details (e.g., specific examples, events, dialogue)* ECLG 1.2.3
 - features of language that create tone and voice* ECLG 1.3.3

- Explain the effectiveness of stylistic elements in accomplishing a purpose* ECLG 4.1.1
- Evaluate an author's choice of words, phrases, and sentences for a particular audience or effect, for a given purpose, to extend meaning in a context, or to provide emphasis* ECLG 4.2.1
- Distinguish among types of irony (e.g., verbal, situational, dramatic)

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts. ECLG 1.1.3, 1.2.4, 1.2.5, ADP H

Grade 9

The student will

- Analyze the similarities or differences in styles (e.g., formal, informal, conversational, scholarly, journalistic, poetic) of two or more texts* ECLG 1.2.4
- Analyze the similarities or differences in themes or central ideas of two or more texts* ECLG 1.2.4, ADP H9
- Analyze the ways in which different texts illustrate a similar theme or advance a similar argument* ECLG 1.2.4, ADP H9
- Explain ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) contribute to meaning

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media. ECLG 1.2, 4.1, 4.2

Grade 9

The student will

- Determine the implication of non-print text (e.g., photographs, posters, art reproductions, cartoons, and stills from film or stage production)* ECLG 1.1.4
- Evaluate non-print text as it relates to the themes and central ideas and/or style of a print text* ECLG 1.1.4
- Summarize, compare, draw conclusions about, and synthesize significant ideas between print and non-print texts* ECLG 1.1.4
- Determine both the explicit and the implicit ideas found in non-print media

- *Compare the effect of texts presented in different media* ECLG 1.2.6
- *Extend ideas common to a print and non-print text that may have implications for the reader, viewer, or listener and society*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text. ADP E, F

Grade 9

The student will

- *Distinguish among facts and opinions, evidence and inferences* ADP E1
- *Recognize common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma)* ADP E5
- *Identify false promises in an argument* ADP E3
- *Describe the structure of an argument: identify its claims and evidence; and evaluate connections among evidence, inferences and claims* ADP E3
- *Evaluate the range and quality of evidence used to advance or refute an argument* ADP E4
- *Analyze an author's implicit and explicit assumptions and beliefs about a subject*
- *Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusion* ADP E8

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.1: The student will compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries; work-related texts (e.g., brochures, proposals, project plans, resumes). (*See Appendix A for the HAS ECR Rubric) ECLG 2.1.1, 2.1.2; ADP A, C

Grade 9

The student will

- *Generate and develop a controlling ideas or thesis to inform or explain* ADP C3
- *Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion* ADP C3
- *Include relevant and complete support of ideas joined with effective transitions for clarity and coherence* ADP C3
- *Develop the main ideas within the body of the essay through an appropriate strategy or with supporting evidence (e.g., summary, description, narration, personal ideas)* ECLG 2.1.2, 2.1.3
- *Apply text structures and rhetorical patters (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas* ECLG 2.1.2

- *Select language to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- *Demonstrate attention to audience interest and understanding*
- *Combine basic sentence patterns to vary sentence structure and emphasize selected ideas ECLG 3.1.7, 3.1.9*
- *Demonstrate the ability to integrate quotations and citations into a written text*
- *Include effective visual aides when appropriate*
- *Produce work-related texts (e.g., brochures, project plans, proposals, letters, pamphlets, brochures) that ADP C10*
 - *Address audience needs and potential misunderstandings*
 - *Develop ideas and main points with appropriate strategies (e.g., comparing or contrasting, providing a scenario, citing facts and details)*
 - *Incorporate both non-technical and technical vocabulary*
 - *Adapt a tone, style, and format appropriate to the subject, audience, and purpose*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.2: The student will compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies. (*See Appendix A for the HAS ECR Rubric) ECLG 2.1.4, 2.3.4; ADP A, C

Grade 9

The student will

- *Generate and develop a controlling idea or thesis that states, refutes, or modifies a position ADP C3*
- *Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion ADP C3*
- *Include relevant and complete support of ideas joined with effective transitions for clarity ADP C3*
- *Develop the main ideas within the body of the essay through supporting evidence (e.g., description, narration, scenarios, personal ideas) ECLG 2.1.2, 2.1.3*
- *Apply text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- *Select language skillfully to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- *Demonstrate attention to audience interest and understanding by refuting opposing positions and opinions*
- *Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion) in both oral and written arguments*
- *Combine basic sentence patterns to vary sentence structure and emphasize selected ideas ECLG 3.1.7, 3.1.9*

- Enhance meaning by employing basic rhetorical devices (e.g., issuing of a call to action, refuting or modifying a position)
- Demonstrate the ability to integrate quotations and citation into a written text

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.3: The student will compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure, providing relevant and complete support or evidence, and including effective rhetorical strategies. ADP, A, B

Grade 9

The student will

- Establish a focus or controlling ideas (e.g., a thesis or argument, a judgment about a literary character or text, a clear point of view on a topic) ADP B6
- Incorporate an effective opening and closing
- Use a logical organizational structure (i.e., a clear introduction, body, and conclusion) appropriate to the subject, audience, and purpose ADP B6, C3
- Develop ideas, judgments, and opinions with effective evidence and details ADP B6
- Incorporate appropriate transitional words and devices ADP B6
- Select language carefully and correctly to clarify ideas and avoid errors in usage
- Demonstrate attention to audience interest and understanding

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. ADP A, C, D5

Grade 9

The student will

- Generate and develop a controlling idea or thesis ADP C3, D5

- *Use an organizational structure (e.g., a clear introduction, body, and conclusion appropriate to the subject and audience (e.g., classifying, categorizing, sequencing) ADP C3*
- *Summarize, paraphrase, and synthesize information from a variety of sources (e.g., books, technology, human)*
- *Select language carefully and correctly to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- *Cite information that should be documented ADP C6, D5*
- *Follow an established format for a bibliography or works cited page*

Standard 3: the student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formants and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.5: The student will create effective media presentations that use visuals and/or sound and appropriate technology to present a particular point of view on a topic or idea. ADP C, G

Grade 9

The student will

- *Establish a focus or a controlling idea, thesis, message, or argument ADP G4*
- *Use a logical structure appropriate to the subject, audience, purpose, and medium ADP G4*
- *Develop ideas, opinions, and/or arguments with effective evidence and support*
- *Apply technology (e.g., software, audio, digital video, graphics) to address audience understanding by communicating ideas and information best understood visually ADP C8, G4*
- *After a text to present the same content to a different audience via the same or different media ECLG 4.3.3*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2.3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2

Objective 3.2.1: The student will prepare for writing by generating and developing ideas. ECLG 2.2.1, ADP C

Grade 9

The student will

- *Identify an appropriate prewriting strategy for a specific purpose or topic* ECLG 2.2.1*
- *Identify relevant sources of information* ECLG 2.2.1, ADP C1*
- *Plan writing (e.g., note taking, graphic organizers, informal outlines) ADP C1*
- *Gather initial informational from a variety of print, non-print, and human sources and evaluate its usefulness ADP C1*

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes. ECLG 2.2.2, APD C

Grade 9

The student will

- *Select a logical sequence of ideas or sentences* ECLG 2.2.2*
- *Determine an appropriate organizational structure emphasizing purpose and/or audience* ECLG 2.2.2*
- *Select or delete information to suit a given purpose or audience* ECLG 2.2.2*
- *Identify the logical placement of a sentence or paragraph with a text* ECLG 2.2.2*
- *Synthesize information from multiple sources ECLG 2.3.5*
- *Consider the elements of discourse (e.g., purpose, speaker, audience, form) when planning for a writing task (e.g., narrative, expository, persuasive, descriptive)*
- *Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the writing ADP C3*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2, 3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speaker. ECLG 2.2

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness. ECLG 2.2.3, 3.1.4, 3.3.1, 4.3.1; ADP C5

Grade 9

The student will

- *Revise sentences to complete/expand ideas through the use of*
 - *logical and succinct coordination** ECLG 2.2.3
 - *logical sequencing for effectiveness and emphasis** ECLG 2.2.3
 - *conciseness (eliminating redundancy, superfluous words and phrases)** ECLG 2.2.3
 - *effective sentence structure (e.g., avoiding inappropriate sentence fragments and run-on sentences, including fused sentences and comma splices)** ECLG 3.1.4
- *Attend to audience needs through*
 - *elaboration or support sentences** ECLG 2.2.3
 - *transitional devices between sentences and paragraphs** ECLG 2.2.3
 - *coherence (focusing on a central idea)* ECLG 2.2.3
- *Control language structures by*
 - *ensuring clear placement of modifiers, including appositives, verbals and verbal phrases, prepositional phrases** ECLG 2.2.3
 - *correcting misplaced and dangling modifiers** ECLG 2.3.3
 - *correcting shifts in person, number, and verb tense** ECLG 2.2.3
 - *revising diction to clarify or alter the tone of a text (e.g., humorous, urgent, official, authoritative, more or less critical, commanding, diplomatic, detached, resentful, sympathetic, formal, informal)** ECLG 4.3.1
- *Edit texts by using internalized knowledge to identify and correct errors in*
 - *spelling of commonly confused words** ECLG 3.3.1
 - *end punctuation** ECLG 3.3.1
 - *commas: in a series, after introductory statements, setting off appositives and parenthetical statements, in dates and places, before coordinating conjunctions in compound sentences** ECLG 3.3.1
 - *semicolons between closely-related main clauses** ECLG 3.3.1
 - *semicolon and comma in compound sentence with a conjunctive adverb** ECLG 3.3.1
 - *apostrophes** EC:G 3.3.1
 - *capitalization: proper nouns, proper adjectives, geographical places, businesses, organizations and institutions** ECLG 3.3.1
- *Apply a variety of peer editing strategies to revise others' work for clarity, completeness, and effectiveness and to edit others' work for correct grammar, usage, and mechanics* ADP C5
- *Respond to constructive criticism and reactions from teachers and/or peers to revise working drafts for clarity, completeness, and effectiveness* ADP C4

Objective 3.2.4: The student will use general and specialized resourced to correct or confirm revisions and/or editorial choices.
ECLG 2.2.5, 3.3.2; ADP A

Grade 9

The student will

- *Use resources to select and apply appropriate language* ADP A2*
 - *avoiding the use of trite expressions and clichés ECLG 2.2.5*
 - *using smooth and informative transitions* ECLG 2.2.5*
 - *arranging parallel elements appropriately and effectively* ECLG 2.2.5*
 - *determining appropriate use of active or passive voice* ECLG 2.2.5*
 - *determining an appropriate word for a given purpose* ECLG 2.2.5*
- *Use a resource for Standard English usage* ADP A2*
 - *agreement of subject and verb* ECLG 3.3.3*
 - *agreement of pronoun and antecedent* ECLG 3.3.2*
 - *clear pronoun reference* ECLG 3.3.2*
 - *appropriate case of nouns and pronouns* ECLG 3.3.2*
 - *appropriate and consistent verb tenses* ECLG 3.3.2*
- *Use a resource for all punctuation or capitalization skills not internalized or for rules that may be in flux* ECLG 3.3.2*
- *Select from a variety of resources to verify the correct pronunciation of specialized, foreign, or unusual terms ADP A2*
- *Use a resource to apply other common rules of language usage that are grade appropriate*
- *Use a resource for Standard English in place of nonstandard English and slang*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1

Objective 4.1.1: The student will determine the relationship among the meaning, position, form, function, and the grammatical classification of words. ECLG 3.1.3

Grade 9

The student will

- *Use position, form, and meaning to determine the function or classification of words and phrases* ECLG 3.1.3*
 - *subjects and objects: noun, pronoun, gerund, infinitive, appositive, simple, compound* ECLG 3.1.3*

- *predicates: verb, verb phrase, simple, compound** ECLG 3.1.3
- *modifiers: adjective (including pronouns used as adjectives), adverbs, prepositional phrases, participle, infinitive, article** ECLG 3.1.3
- *conjunctions: coordinating, subordinating, correlative, and conjunctive adverbs** ECLG 3.1.3
- *Analyze the extent to which the placement and punctuation of noun, adjective, and adverb clauses affects the clarity of compound, complex, and compound-complex sentences*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1

Objective 4.1.2: The student will apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing. ECLG 3, ADP A

Grade 9

The student will

- *Distinguish between colloquial and nonstandard English*
- *Assess situations for the appropriateness of formal versus informal language ECLG 3.2.1*
- *Apply Standard English for clarity, correctness, and effectiveness and to enhance audience interest and understanding ADP A*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication. SFS 3.1

Objective 5.1.1: The student will identify purposes, intended audiences, proposed messages, and specific situations for communicating. SFS 3.1.1

Grade 9

The student will

- *Identify an appropriate purpose for communicating (e.g., informing, persuading, problem solving, entertaining, interpreting) SFS 3.1.1*
- *Identify an appropriate message(s) for specific situations SFS 3.1.1*
- *Determine audiences knowledge and interest and anticipate audience response SFS 3.1.1*

Objective 5.1.2: The student will participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes ADP B

Grade 9

The student will

- *Process skills*
 - *Identify the group's purpose or goal (e.g., discussing and analyzing a literary passage as part of a seminar, panel discussion, colloquium; sharing information from a Jigsaw or other cooperative learning model; contributing to a peer review of a piece of writing; solving problem; planning a task) ADP B7*
 - *Offer input in a constructive, socially acceptable manner ADP B7*
 - *Ask appropriate questions for clarification and extension ADP B7*
 - *Listen actively to others ADP B7*
 - *Assume leadership and subordinate roles as necessary ADP B7*
- *Content understanding*
 - *Summarize the positions or main points made by the other members of the group ADP B7*
 - *Identify connections, disparities, strengths, and weaknesses among the differing positions in the group ADP B7*
 - *Suggest ways to arbitrate differing positions without diminishing either the position or its proponent ADP B7*
 - *Cite evidence to justify maintaining or modifying one's own position ADP B7*
 - *Accept ambiguity and lack of consensus among the group members ADP B7*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication. SFS 3.1

Objective 5.1.3: The student will determine the effectiveness of large- and small-group collaboration and its associated product(s).

Grade 9

The student will

- *Analyze the extent to which the group achieves its stated goal or purpose*
- *Conduct an evaluation of group dynamics using previously established criteria (e.g., a teacher-supplied rubric, a group-generated rubric)*
- *Conduct a self-evaluation using previously established criteria*
- *Suggest strategies for improvement of identified weaknesses*
- *Set both group and individual goals for future large- and small-group collaboration*
-

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP B6

Objective 5.2.1: The student will apply effective rhetorical structures (e.g., introductions, sequence, illustrations, conclusions). ADP A, B

Grade 9

The student will

- *Choose the appropriate techniques for developing the introduction and conclusion, of a speech or other oral presentation*
- *Use elements of classical speech forms (i.e., Introduction, transitions, body, and conclusion) in formulating arguments ADP B6*
- *Develop ideas and concepts with examples, analogies, and other comparisons*
- *Establish a logical organization (e.g., comparison/contrast, sequence and chronology)*
- *Use transitions to move from one idea to the next ADP B6*
- *Support assertions and judgments with sound evidence ADP B6*
- *Speak extemporaneously on an assigned or self-selected topic of interest*

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP B6

Objective 5.2.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP A, B

Grade 9

The student will

- *Rehearse oral texts for effective diction, intonation, enunciation, and gestures ECLG 2.2.4*
- *Use effective diction to establish a tone appropriate to audience and purpose*
- *Employ proper eye contact, speaking rate, volume, enunciation, and gestures to communicate ideas clearly and effectively ADP B6*
-

Objective 5.2.3: The student will use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.

Grade 9

The student will

- *Determine the advantages and limitations of specific visual aides and other media*
- *Apply an understanding of purpose and audience needs when selecting props, visual aids, and electronic media*
- *Incorporate props, visual aids (e.g., graphs, charts, diagrams, time lines, tables) to support and convey information and meet audience needs*

Standard 6: The student will listen in a variety of situations and for a variety of purposes. SFS 3.2.2

Indicator 6.1: The student will process and analyze information presented orally.

Objective 6.1.1: The student will apply skills and strategies to gather and interpret verbal messages. SFS 3.2.2

Grade 9

The student will

- *Identify the purpose for listening (e.g., listening critically for the argument and/or thesis, listening for directions or steps in a process, or listening for enjoyment or relaxation) SFS 3.2.2*
- *Apply strategies for attending to verbal messages appropriate for the purpose or situation (e.g., taking notes, outlining, periodically summarizing, or self-questioning) SFS 3.2.2*
- *Identify key points and important details by listening for specific rhetorical strategies and other markers (e.g., repetition, parallelism, numerical and other transitions; and variations in volume, pitch, stress, and pace) SFS 3.2.2*

Objective 6.1.2: The student will demonstrate understanding of information and ideas communicated orally. ADP B

Grade 9

The student will

- *Identify pertinent information or details and disregard unimportant or extraneous information*
- *Restate the thesis of a speech and the elements that develop it ADP B4*
- *Summarize and/or paraphrase information presented orally by others in both small- and large-group settings (e.g., ideas or information learned from a speech of focused discussion) ADP B2, B3*
- *Respond to messages by asking questions, challenging assertions, or offering examples that confirm the message and speaker's attitude toward the subject*
- *Clarify interpretations of main ideas or themes by paraphrasing, summarizing, or representing them in some other form SFS 3.2.2*
- *Follow spoken instructions to complete a task, respond to a question, or solve a problem by focusing on critical information ADP B1*

Objective 6.1.3: The student will analyze the effect of nonverbal cues on oral communication.

Grade 9

The student will

- *Determine the connection between specific nonverbal cues and cultural background*
- *Determine the significance of facial expressions and hand gestures*
- *Determine the effect of proxemics (personal space) on the speaker, receiver, and the message*
- *Determine the significance of kinesics (body movement) and touch*
- *Determine the significance of paralanguage (e.g., intonation, rhythm, speed)*