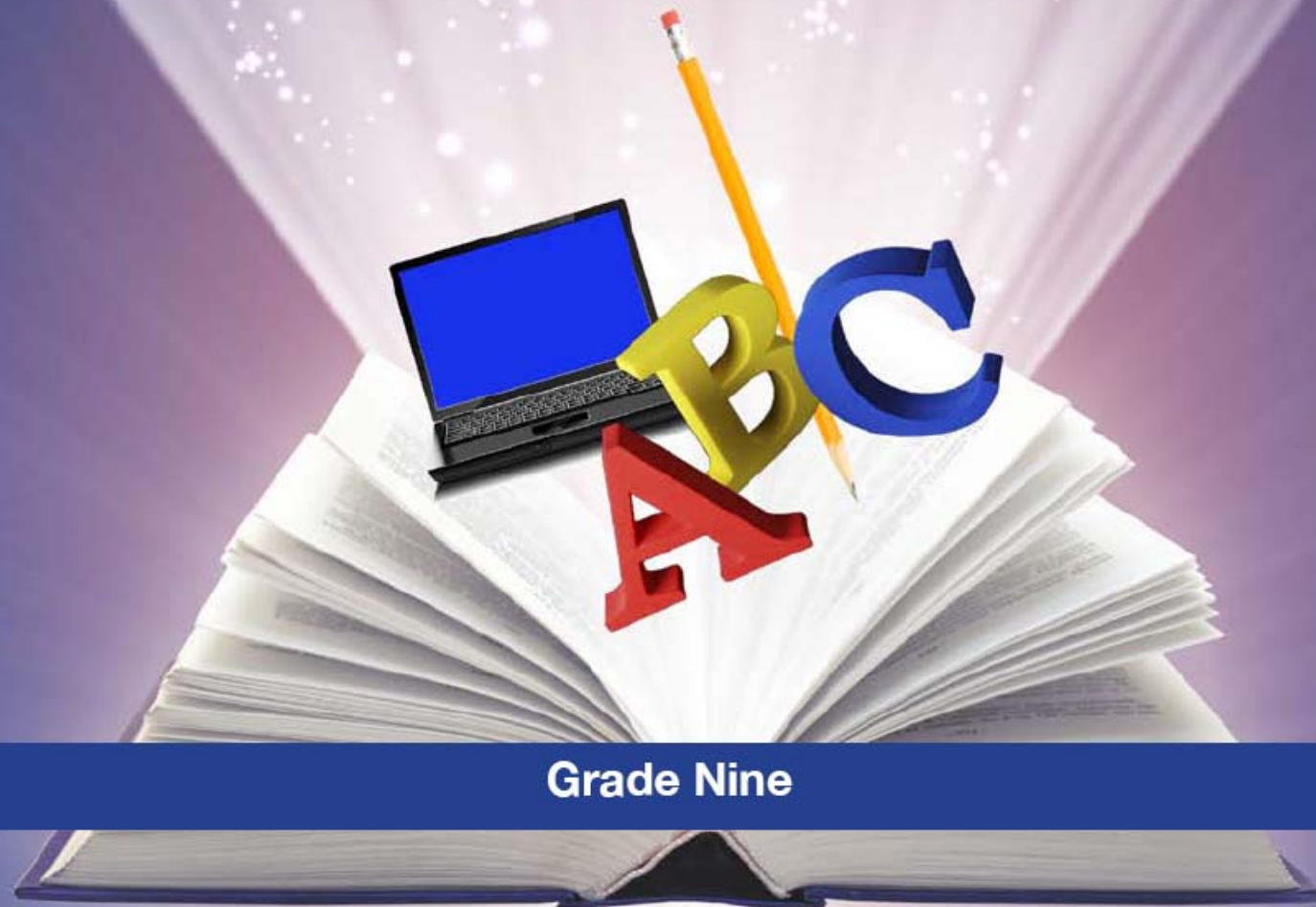


English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Nine

Board of Education, Commonwealth of Virginia

At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They will continue to develop proficiency in making planned oral presentations independently and in small groups. They will continue to develop media literacy by producing, analyzing, and evaluating auditory, visual, and written media messages.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will make planned oral presentations. • Students should cite sources according to proper MLA or APA format. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that technical and specialized language helps the audience comprehend the content of oral presentations. • understand that verbal techniques are important for effective communication. • understand that crediting sources is important to prevent plagiarism and establish credibility. • demonstrate the ability to work effectively with diverse groups, including: <ul style="list-style-type: none"> ◦ exercising flexibility in making necessary compromises to accomplish a common goal. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • define technical and specialized language to increase clarity of their oral presentations. • incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations. • organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). • use examples from their knowledge and experience to support the main ideas of their oral presentation. • use grammar and vocabulary appropriate for situation, audience, topic, and purpose. • demonstrate nonverbal techniques including, but not limited, to eye contact, facial expressions, gestures, and stance. • use verbal techniques including, but not limited to, appropriate tone, diction, articulation, clarity, type, and rate. • keep eye contact with audience, adjust volume, tone, and rate, be aware of postures and gestures, use natural tone.

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	<ul style="list-style-type: none"> ◦ defining a team goal and working toward its mastery. ◦ maintaining collaboration by ensuring that all ideas are treated respectfully and acknowledged. ◦ demonstrating respect for others' ideas by acknowledging differing points of view. ◦ coming to agreement by seeking consensus. 	<ul style="list-style-type: none"> • analyze and critique the relationship among purpose, audience, and content of presentations. • assess the impact of presentations, including the effectiveness of verbal and nonverbal techniques using a rubric or checklist. • give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations. • respond to questions about their oral presentations. • collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • engage others in a conversation by posing and responding to questions in a group situation. • demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback. • summarize or paraphrase what others have said to show attentiveness: "It sounds like you were saying. . ." and provide an evaluation of others' information. • analyze and critique the effectiveness of a speaker's or group's demeanor,

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery. <ul style="list-style-type: none"> • analyze and critique the relationship among purpose, audience, and content of presentations.

- 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.**
- Analyze and interpret special effects used in media messages including television, film, and Internet.**
 - Determine the purpose of the media message and its effect on the audience.**
 - Describe possible cause and effect relationships between mass media coverage and public opinion trends.**
 - Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.**
 - Monitor, analyze, and use multiple streams of simultaneous information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will develop media literacy by studying various media components and messages. • Students will also recognize that all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes: <ul style="list-style-type: none"> ◦ Authorship (Who constructed the message?) ◦ Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids' voices.) ◦ Audience (Who is the person or persons meant to see the message? How will different people <i>see</i> the message?) ◦ Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ Purpose (Why is the message being sent— is it meant to persuade, inform, entertain, sell, or a combination of these?) 	<p>All students should</p> <ul style="list-style-type: none"> • evaluate how special effects are employed in a multimedia message to persuade the viewer. • comprehend persuasive language and word connotations to convey viewpoint and bias. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes. • recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as: <ul style="list-style-type: none"> ◦ <i>ad hominem</i> – means “to the man” does not argue the issue, instead it argues the person; ◦ <i>red herring</i> – is a deliberate attempt to divert attention; ◦ <i>straw man</i> – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the “straw man”); ◦ <i>begging the question</i> – assumes the conclusion is true without proving it; <i>circular argument</i>; ◦ <i>testimonial</i> – uses famous people to endorse the product or idea; ◦ <i>ethical appeal</i> – establishes the writer as knowledgeable; ◦ <i>emotional appeal</i> – appeals strictly to emotions often used with strong visuals; and ◦ <i>logical appeal</i> – is the strategic use of logic, claims, and evidence. • identify and evaluate word choice in the media. • investigate the use of bias and viewpoints in media. • describe the effect of persuasive messages in the media on the audience. • identify public opinion trends and possible causes. • identify and analyze choice of information in the media and distinguish between fact and opinion.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • identify and analyze sources and viewpoints in the media. • analyze information from many different print and electronic sources. • identify basic principles of media literacy: <ul style="list-style-type: none"> ◦ media messages are constructed; ◦ messages are representations of reality with values and viewpoints; ◦ each form of media uses a unique set of rules to construct messages; ◦ individuals interpret based on personal experience; and ◦ media are driven to gain profit or power. • identify key questions of media literacy: <ul style="list-style-type: none"> ◦ Who created the message? ◦ What techniques are used to attract attention? ◦ How might different people react differently to this message? ◦ What values, lifestyles and points of view are represented in, or omitted from, this message? ◦ What is the purpose of this message?

At the ninth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will be introduced to literary works from a variety of cultures and eras, and they will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. They will apply these skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will evaluate the use of figurative language in text. • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. • Connotation is subjective, cultural and 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that figurative language enriches text. • understand that word structure aids comprehension of unfamiliar and complex words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • use roots or affixes to determine or clarify the meaning of words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • consult general and specialized reference materials (e.g., dictionaries, thesaurus). • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

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<p>emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-headed</i>. They have the same literal meaning (i.e., <i>stubborn</i>), <i>strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <ul style="list-style-type: none"> • Denotation is a dictionary definition of a word. • Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). • An allusion is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible. 		

- 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.**
- a) **Identify author’s main idea and purpose.**
 - b) **Summarize text relating the supporting details.**
 - c) **Identify the characteristics that distinguish literary forms.**
 - d) **Use literary terms in describing and analyzing selections.**
 - e) **Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - f) **Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.**
 - g) **Analyze the cultural or social function of a literary text.**
 - h) **Explain the relationship between the author’s style and literary effect.**
 - i) **Explain the influence of historical context on the form, style, and point of view of a written work.**
 - j) **Compare and contrast author’s use of literary elements within a variety of genres.**
 - k) **Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.**
 - l) **Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.**
 - m) **Use reading strategies to monitor comprehension throughout the reading process.**

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<ul style="list-style-type: none"> • Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms. • Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction. • Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, <i>The Grapes of Wrath</i>, which focuses on the plight of migrant farmers, 	<p>All students should</p> <ul style="list-style-type: none"> • understand the relationship between an author’s style and literary effect. • understand an author’s use of figurative language to create images, sounds, and effects. • understand an author’s use of structuring techniques to present literary content. • understand the techniques an author uses to convey information about a character. • understand character types. • understand a character’s 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify main idea, purpose, and supporting details. • provide a summary of the text. • identify the differing characteristics that distinguish literary forms, including: <ul style="list-style-type: none"> ◦ narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel; ◦ poetry – epic, ballad, sonnet, lyric, elegy, ode; ◦ drama – comedy, tragedy; ◦ essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and ◦ narrative nonfiction – biographies, autobiographies, personal essays. • identify and analyze elements of dramatic literature: <ul style="list-style-type: none"> ◦ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement

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<p>affected the conscience of a nation and helped laws to change.</p> <ul style="list-style-type: none"> • Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., <i>A Tale of Two Cities</i>). • Students will read and analyze one-act and full-length plays. • Students will use a variety of reading strategies such as text annotation, QAR (Question-, Answer Relationships), thinking aloud, etc. 	<p>development throughout a text.</p> <ul style="list-style-type: none"> • understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. • understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare). • understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration 	<p>(conclusion/resolution);</p> <ul style="list-style-type: none"> ◦ monologue; ◦ soliloquy; ◦ dialogue; ◦ aside; ◦ dialect; and ◦ stage directions. <ul style="list-style-type: none"> • describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme. • compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. • explain the relationships among the elements of literature, such as: <ul style="list-style-type: none"> ◦ protagonist and other characters; ◦ plot; ◦ setting; ◦ tone;

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	and dialogue.	<ul style="list-style-type: none"> ◦ point of view – first person, third person limited, third person omniscient; ◦ theme; ◦ speaker; and ◦ narrator. • analyze the techniques used by an author to convey information about a character. • analyze character types, including: <ul style="list-style-type: none"> ◦ dynamic/round character; ◦ static/flat character; and ◦ stereotype and caricature. • analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts. • analyze how characters with multiple or conflicting motivations develop

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		<p>over the course of a text, interact with other characters, and advance the plot or develop theme.</p> <ul style="list-style-type: none"> • analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, • determine a theme of a text and analyze its development over the course of the text. • compare and contrast types of figurative language and other literary devices such as: <ul style="list-style-type: none"> ◦ simile; ◦ metaphor; ◦ personification; ◦ analogy; ◦ symbolism; ◦ apostrophe; ◦ allusion; ◦ imagery;

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		<ul style="list-style-type: none"> ◦ paradox; and ◦ oxymoron. • identify sound devices, including: <ul style="list-style-type: none"> ◦ rhyme (approximate, end, slant) ◦ rhythm; ◦ repetition; ◦ alliteration; ◦ assonance; ◦ consonance; ◦ onomatopoeia; and ◦ parallelism. • identify and analyze an author's presentation of literary content by the use of structuring techniques, such as: <ul style="list-style-type: none"> ◦ dialogue; ◦ foreshadowing; ◦ parallel plots; ◦ subplots and multiple story lines;

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		<ul style="list-style-type: none"> ◦ flashback; ◦ soliloquy; ◦ verse; ◦ refrain; and ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave). • identify and analyze an author’s use of diction (word choice) and syntax to convey ideas and content, including: <ul style="list-style-type: none"> ◦ rhetorical question; ◦ cliché; ◦ connotation; ◦ denotation; ◦ hyperbole; ◦ understatement;

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 - m) Use reading strategies to monitor comprehension throughout the reading process.

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		<ul style="list-style-type: none"> ◦ irony; <ul style="list-style-type: none"> - dramatic - situational - verbal ◦ dialect; and ◦ pun.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials. • Students will understand the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list. • Students will understand before-, during-, and after-reading strategies. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and infer the main idea from a variety of complex informational text. • explain author’s purpose in informational text. • identify and summarize essential details that support the main idea of informational text. • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. • demonstrate the use of text features to locate information, such as: <ul style="list-style-type: none"> ◦ title page; ◦ bolded or highlighted words; ◦ index; ◦ graphics; ◦ charts; and ◦ headings. • analyze text structures (organizational pattern), including: <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. • identify an author’s position/argument within informational text. • evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc. • make inferences and draw conclusions from complex informational text. • examine text structures to aid comprehension and analysis of complex, informational texts. • use a variety of reading strategies to self-monitor the reading process.

At the ninth-grade level, students will write narrative, expository, and persuasive forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students, and they will demonstrate their understanding through written products. They will develop as writers by participating in a process for writing, including prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.**
- a) **Generate, gather, and organize ideas for writing.**
 - b) **Plan and organize writing to address a specific audience and purpose.**
 - c) **Communicate clearly the purpose of the writing using a thesis statement where appropriate.**
 - d) **Write clear, varied sentences using specific vocabulary and information.**
 - e) **Elaborate ideas clearly through word choice and vivid description.**
 - f) **Arrange paragraphs into a logical progression.**
 - g) **Use transitions between paragraphs and ideas.**
 - h) **Revise writing for clarity of content, accuracy and depth of information.**
 - i) **Use computer technology to plan, draft, revise, edit, and publish writing**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. • Writing will encompass narrative, expository, persuasive, and analytical forms. • Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. • Students should have practice writing for shorter time frames as well as extended time frames. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that writing is a process. • understand the importance of audience, purpose and point of view when writing. • recognize the importance of maintaining a formal style and objective tone in academic writing. • understand that the function of a thesis statement is to focus on the purpose of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use prewriting strategies and organize writing. • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. • apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. • write using a clear, focused thesis that addresses the purpose for writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write clear, varied sentences, and increase the use of embedded clauses. • use specific vocabulary and information. • use precise language to convey a vivid picture. • develop the topic with appropriate information, details, and examples. • arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. • revise writing for clarity, content, depth of information, and intended

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 - d) **Write clear, varied sentences using specific vocabulary and information.**
 - e) **Elaborate ideas clearly through word choice and vivid description.**
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 - g) **Use transitions between paragraphs and ideas.**
 - h) **Revise writing for clarity of content, accuracy and depth of information.**
 - i) **Use computer technology to plan, draft, revise, edit, and publish writing**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		audience and purpose. <ul style="list-style-type: none"> • use computer technology to assist in the writing process.

- 9.7** The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
 - b) Use parallel structures across sentences and paragraphs.
 - c) Use appositives, main clauses, and subordinate clauses.
 - d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
 - e) Distinguish between active and passive voice.
 - f) Proofread and edit writing for intended audience and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will focus on editing and the application of grammatical conventions in writing. • Students will understand that parallel structure means using the same grammatical form to express equal or parallel ideas. • Students will understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence. • Students will understand that a subordinate clause is a dependent clause and does not express a complete thought. • Students will understand rules for commas and semicolons when dividing main and subordinate clauses. • Students will differentiate between active and passive voice, knowing when it is appropriate to use each in their writing. • Students will use verbs in the conditional and subjunctive form to achieve particular effects. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that grammatical and syntactical choices convey a writer’s message. • recognize that active voice means that the subject of a verb <i>performs</i> the action and passive voice means that the subject of a verb <i>receives</i> the action. • write using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. • demonstrate an understanding of dependent clauses, independent clauses, and a variety of phrases to show sentence variety. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply rules for sentence development, including: <ul style="list-style-type: none"> ◦ subject/verb; ◦ direct object; ◦ indirect object; ◦ predicate nominative; and ◦ predicate adjective. • identify and appropriately use coordinating conjunctions: <i>for, and, nor, but, or, yet, and so</i> (FANBOYS). • use parallel structure when: <ul style="list-style-type: none"> ◦ linking coordinate ideas; ◦ comparing or contrasting ideas; and ◦ linking ideas with correlative conjunctions: <ul style="list-style-type: none"> - <i>both...and</i> - <i>either...or</i> - <i>neither...nor</i> - <i>not only...but also.</i> • use appositives. • distinguish and divide main and subordinate clauses, using commas and semicolons. • use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses. • differentiate between active and passive voice to create a desired effect.

- 9.7** The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
 - b) Use parallel structures across sentences and paragraphs.
 - c) Use appositives, main clauses, and subordinate clauses.
 - d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
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 - f) Proofread and edit writing for intended audience and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • proofread and edit writing.

At the ninth-grade level, students will develop skills in using print, electronic databases, online resources, and other media to access information and create a research product. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. They will use a standard style method to credit sources of ideas used and will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.

- 9.8** The student will use print, electronic databases, online resources, and other media to access information to create a research product.
- a) Use technology as a tool for research to organize, evaluate, and communicate information.
 - b) Narrow the focus of a search.
 - c) Find, evaluate, and select appropriate sources to access information and answer questions.
 - d) Verify the validity and accuracy of all information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Credit the sources of quoted, paraphrased, and summarized ideas.
 - g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will acquire skills in evaluating both print and electronic resources. • Students will become adept at embedding information accessed electronically in a research document. • Students will differentiate their original thoughts and ideas from the thoughts and ideas of others. • Students will distinguish common knowledge from information that is unique to a source or author. • Students will use a standard style method, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to cite sources. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the format for citing sources of information. • understand that using a standard form of documentation legally protects the intellectual property of writers. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use Internet resources, electronic databases, and other technology to access, organize, and present information. • focus the topic by : <ul style="list-style-type: none"> ◦ identifying audience; ◦ identifying purpose; ◦ identifying useful search terms; and ◦ combining search terms effectively. • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. • differentiate between reliable and unreliable resources. • question the validity and accuracy of information: <ul style="list-style-type: none"> ◦ Who is the author or sponsor of the page? ◦ Are there obvious reasons for bias? ◦ Is contact information provided? ◦ Is there a copyright symbol on the page? ◦ What is the purpose of the page? ◦ Is the information on the page <i>primary</i> or <i>secondary</i>? ◦ Is the information current?

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 - g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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		<ul style="list-style-type: none"> ◦ Can the information on the Web page be verified? • avoid plagiarism by: <ul style="list-style-type: none"> ◦ understanding that <i>plagiarism</i> is the act of presenting someone else's ideas as one's own; ◦ recognizing that one must correctly cite sources to give credit to the author of an original work; ◦ recognizing that sources of information must be cited even when the information has been paraphrased; and ◦ using quotation marks when someone else's exact words are quoted. • distinguish one's own ideas from information created or discovered by others. • use a style sheet, such as MLA or APA, to cite sources.

