Standards Based Skills Worksheet for
Grade 9 English
(2010)

Student: _____   **Date:** _____

Completed by (name): _____   **Position:** _____

School Division: _____

1. Review SOL strand for Communication: speaking, listening, media literacy 9.1a-l, 9.2a-e,	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand: ☐ Present Level of Performance (PLOP) ☐ Prior SOL data ☐ Standardized test data ☐ Classroom assessments ☐ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will make planned oral presentations independently and in small groups. To be successful with this standard, students are expected to

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

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

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

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

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

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

☐ use verbal techniques including, but not limited to, appropriate tone, diction, articulation, clarity, type, and rate.

☐ keep eye contact with audience, adjust volume, tone, and rate, be aware of postures and gestures, use natural tone.

☐ analyze and critique the relationship among purpose, audience, and content of presentations.

☐ assess the impact of presentations, including the effectiveness of verbal and nonverbal techniques using a rubric or checklist.

☐ give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations.

☐ respond to questions about their oral presentations.

☐ collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.

☐ engage others in a conversation by posing and responding to questions in a group situation.

☐ demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback.

☐ summarize or paraphrase what others have said to show attentiveness: "It sounds like you were saying. . ." and provide an evaluation of others' information.

☐ analyze and critique the effectiveness of a speaker's or group's demeanor, voice, language, gestures, clarity of thought,

organization of evidence, relevance of information, and delivery.

❑ analyze and critique the relationship among purpose, audience, and content of presentations.

The student will produce, analyze, and evaluate auditory, visual, and written media messages. To be successful with this standard, students are expected to

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

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

❑ identify and evaluate word choice in the media.

❑ investigate the use of bias and viewpoints in media.

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

❑ identify public opinion trends and possible causes.

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

❑ identify and analyze sources and viewpoints in the media.

❑ analyze information from many different print and electronic sources.

❑ identify basic principles of media literacy:
   o media messages are constructed;
   o messages are representations of reality with values and viewpoints;
   o each form of media uses a unique set of rules to construct messages;
   o individuals interpret based on personal experience; and
   o media are driven to gain profit or power.

❑ identify key questions of media literacy:
   o Who created the message?
   o What techniques are used to attract attention?
   o How might different people react differently to this message?
   o What values, lifestyles and points of view are represented in, or omitted from, this message?
   o What is the purpose of this message?

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
	☐ Accommodations Available (specify):
☐ **YES** Address areas of need in PLOP	☐ Area of Strength in PLOP
	☐ New Content
	☐ Other (Specify):

5. Notes Supporting Data Analysis

1. **Review SOL strand for** Reading 9.3a-g, 9.4a-m, 9.5a-k	2. **Review data on student performance and indicate all data sources analyzed to assess performance in this strand:** ☐ Present Level of Performance (PLOP) ☐ Prior SOL data ☐ Standardized test data ☐ Classroom assessments ☐ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. To be successful with this standard, students are expected to

❑ use word structure to analyze and relate words.

❑ use roots or affixes to determine or clarify the meaning of words.

❑ recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.

❑ 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., *conceive, conception, conceivable*).

❑ consult general and specialized reference materials (e.g., dictionaries, thesaurus).

❑ demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. To be successful with this standard, students are expected to

❑ identify main idea, purpose, and supporting details.

❑ provide a summary of the text.

❑ identify the differing characteristics that distinguish literary forms, including:
  o narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel;
  o poetry – epic, ballad, sonnet, lyric, elegy, ode;
  o drama – comedy, tragedy;
  o essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and
  o narrative nonfiction – biographies, autobiographies, personal essays.

❑ identify and analyze elements of dramatic literature:
  o dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement(conclusion/resolution);
  o monologue;
  o soliloquy;
  o dialogue;
  o aside;

- o dialect; and
- o stage directions.

❑ describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

❑ compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each.

❑ explain the relationships among the elements of literature, such as:
- o protagonist and other characters;
- o plot;
- o setting;
- o tone;
- o point of view – first person, third person limited, third person omniscient;
- o theme;
- o speaker; and
- o narrator.

❑ analyze the techniques used by an author to convey information about a character.

❑ analyze character types, including:
- o dynamic/round character;
- o static/flat character; and
- o 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 over the course of a text, interact with other characters, and advance the plot or develop theme.

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

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

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

❑ identify sound devices, including:
- o rhyme (approximate, end, slant)
- o rhythm;
- o repetition;
- o alliteration;
- o assonance;
- o consonance;
- o onomatopoeia; and
- o parallelism.

❑ identify and analyze an author's presentation of literary content by the use of structuring techniques, such as:
- o dialogue;
- o foreshadowing;
- o parallel plots;

- o subplots and multiple story lines;
- o flashback;
- o soliloquy;
- o verse;
- o refrain; and
- o stanza forms
  - couplet
  - quatrain
  - sestet
  - octet (octave).

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

The student will read and analyze a variety of nonfiction texts. To be successful with this standard, students are expected to

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

❑ explain author's purpose in informational text.

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

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

❑ demonstrate the use of text features to locate information, such as:
- o title page;
- o bolded or highlighted words;
- o index;
- o graphics;
- o charts; and
- o headings.

❑ analyze text structures (organizational pattern), including:
- o cause and effect;
- o comparison/contrast;
- o enumeration or listing;
- o sequential or chronological;
- o concept/definition;
- o generalization; and
- o 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.	

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
	☐ Accommodations Available (specify):
☐ **YES** Address areas of need in PLOP	☐ Area of Strength in PLOP
	☐ New Content
	☐ Other (Specify):

5. Notes Supporting Data Analysis

1. Review SOL strand for	2. **Review data on student performance and indicate all data sources analyzed to assess performance in this strand:**
Writing	☐ Present Level of Performance (PLOP)
9.6a-i, 9.7a-f	☐ Prior SOL data
	☐ Standardized test data
	☐ Classroom assessments
	☐ Teacher observations

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

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. To be successful with this standard, students are expected to

- apply rules for sentence development, including:
  - subject/verb;
  - direct object;
  - indirect object;
  - predicate nominative; and
  - predicate adjective.

- identify and appropriately use coordinating conjunctions: *for, and, nor, but, or, yet,* and *so* (FANBOYS).

- use parallel structure when:
  - linking coordinate ideas;
  - comparing or contrasting ideas; and
  - linking ideas with correlative conjunctions:
    - *both…and*
    - *either…or*
    - *neither…nor*
    - *not only…but also.*

- use appositives.

- 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.

- proofread and edit writing.

4. Is/Are standard-based goal(s) needed?	☐ **NO** Check one or more justifications:
☐ **YES** Address areas of need in PLOP	☐ Accommodations Available (specify): ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis

1. Review SOL strand for	2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:
Research 9.8a-h	☐ Present Level of Performance (PLOP) ☐ Prior SOL data ☐ Standardized test data ☐ Classroom assessments ☐ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will use print, electronic databases, online resources, and other media to access information to create a research product. To be successful with this standard, students are expected to

❑   use Internet resources, electronic databases, and other technology to access, organize, and present information.

❑   focus the topic by :
  o   identifying audience;
  o   identifying purpose;
  o   identifying useful search terms; and
  o   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:
  o   Who is the author or sponsor of the page?
  o   Are there obvious reasons for bias?
  o   Is contact information provided?
  o   Is there a copyright symbol on the page?
  o   What is the purpose of the page?
  o   Is the information on the page *primary* or *secondary*?
  o   Is the information current?
  o   Can the information on the Web page be verified?

❑   avoid plagiarism by:
  o   understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;
  o   recognizing that one must correctly cite sources to give credit to the author of an original work;
  o   recognizing that sources of information must be cited even when the information has been paraphrased; and
  o   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.

4. Is/Are standard-based goal(s) needed? ☐ **YES** Address areas of need in PLOP	☐ **NO Check one or more justifications:** 　☐ Accommodations Available (specify): 　☐ Area of Strength in PLOP 　☐ New Content 　☐ Other (Specify):

5. Notes Supporting Data Analysis