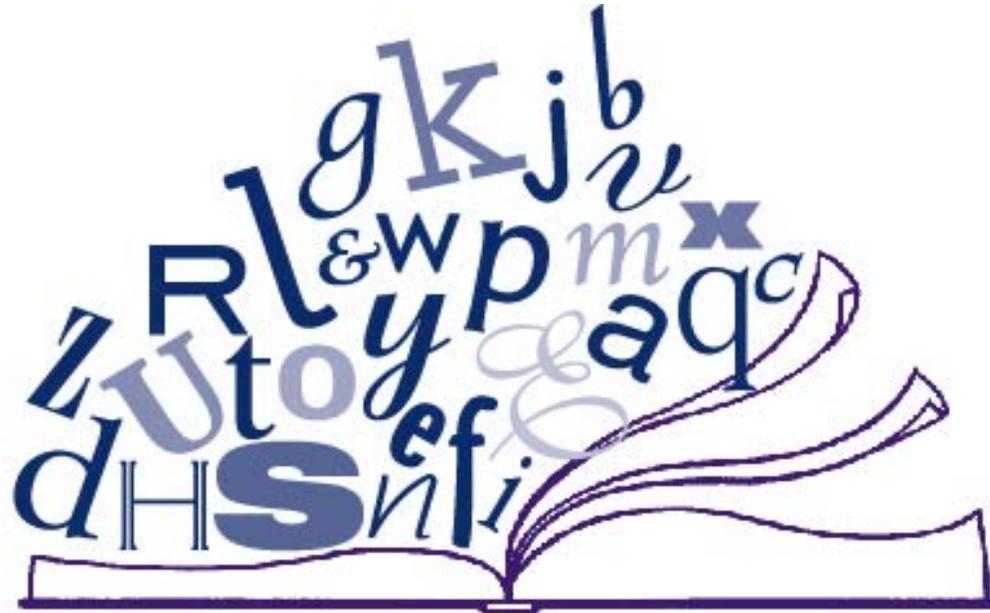


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Nine



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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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 present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Students will apply grammatical conventions in writing and speaking.

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.**
- a) Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.**
 - b) Adapt presentation techniques to fit literary form.**
 - c) Use verbal and nonverbal techniques for presentation.**
 - d) Evaluate impact of presentation.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students should select, plan, make, and critique dramatic readings of literary selections. • Students may develop characters by using appropriate dialects. • Students may use costumes and props to enhance dramatic scenes. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that verbal techniques include but are not limited to appropriate tone, diction, articulation, clarity, type and rate of delivery, and the use of pauses for emphasis • understand that nonverbal techniques include but are not limited to eye contact, facial expressions, gestures, and stance. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • choose and participate in dialogue scenes from plays, dramatic readings from short stories and/or novels, and interpreted performances of poetry • adapt presentation techniques to fit a literary form • use verbal and nonverbal techniques • 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 • evaluate the impact of presentations • evaluate the effectiveness of verbal and nonverbal techniques.

- 9.2 The student will make planned oral presentations.
- a) Include definitions to increase clarity.
 - b) Use relevant details to support main ideas.
 - c) Illustrate main ideas through anecdotes and examples.
 - d) Cite information sources.
 - e) Make impromptu responses to questions about presentation.
 - f) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will make planned oral presentations that are three to five minutes in duration. 	<p>All students should</p> <ul style="list-style-type: none"> • define technical and specialized language to help the audience understand the content of their oral presentations • cite information sources • respond clearly and informatively with poise to the audience's questions about their oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • include definitions to increase clarity of their oral presentations • include 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 • use examples from their knowledge and experience to support the main ideas of their oral presentations • 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 • use grammar and vocabulary appropriate for situation, audience, topic, and purpose.

At the ninth-grade level, students will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. They will be introduced to literary works from a variety of cultures and eras. 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.

- 9.3 The student will read and analyze a variety of literature.**
- a) Identify format, text structure, and main idea.**
 - b) Identify the characteristics that distinguish literary forms.**
 - c) Use literary terms in describing and analyzing selections.**
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - e) Explain the relationship between the author's style and literary effect.**
 - f) Describe the use of images and sounds to elicit the reader's emotions.**
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<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 nonfiction. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the relationships between and among the elements of literature and the ways these elements work together to create effective literary selections • 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 <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the differing characteristics that distinguish the literary forms of <ul style="list-style-type: none"> ◦ narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, biography, autobiography, novel ◦ poetry – epic, ballad, sonnet, lyric, elegy, ode ◦ drama – comedy, tragedy ◦ essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech • explain the relationships between and among the elements of literature, such as <ul style="list-style-type: none"> ◦ protagonist and other characters ◦ plot ◦ setting ◦ tone ◦ point of view – first person, third person limited, third person omniscient ◦ theme ◦ speaker ◦ narrator <p>CONTINUED</p>

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 - e) Explain the relationship between the author's style and literary effect.**
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • understand character types • understand a character's development throughout a text • understand how authors are often influenced either consciously or unconsciously by the ideas and values of the times in which they live. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify types of figurative language, including images and sounds, such as <ul style="list-style-type: none"> ◦ simile ◦ metaphor ◦ personification ◦ analogy ◦ symbolism ◦ apostrophe ◦ allusion ◦ imagery ◦ paradox ◦ oxymoron <p>CONTINUED</p>

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 - c) Use literary terms in describing and analyzing selections.**
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.**
 - e) Explain the relationship between the author's style and literary effect.**
 - f) Describe the use of images and sounds to elicit the reader's emotions.**
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 ◦ flashback ◦ soliloquy ◦ verse ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave) <p>CONTINUED</p>

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze an author's use of diction (word choice) to convey ideas and content, including <ul style="list-style-type: none"> ◦ rhetorical question ◦ cliché ◦ connotation ◦ denotation ◦ hyperbole ◦ understatement ◦ irony <ul style="list-style-type: none"> - dramatic - situational - verbal ◦ dialect ◦ pun • analyze the techniques used by an author to convey information about a character, such as <ul style="list-style-type: none"> ◦ direct exposition – what is said about the character ◦ character's actions – what the character does ◦ character's thoughts – what the character thinks <p>CONTINUED</p>

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze character types, including <ul style="list-style-type: none"> ◦ dynamic/round character ◦ static/flat character ◦ stereotype ◦ caricature.

- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.**
- a) Identify a position/argument to be confirmed, disproved, or modified.**
 - b) Evaluate clarity and accuracy of information.**
 - c) Synthesize information from sources and apply it in written and oral presentations.**
 - d) Identify questions not answered by a selected text.**
 - e) Extend general and specialized vocabulary through speaking, reading, and writing.**
 - f) Read and follow instructions to complete an assigned project or task.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • This standard encourages the implementation and use of activities that support a process for reading. • Students will understand before-, during-, and after-reading strategies. • Students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials. 	<p>All students should</p> <ul style="list-style-type: none"> • employ activities that support the reading process • 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"> • use before-, during-, and after-reading strategies • identify a position/argument in an informational text • evaluate the clarity and accuracy of information found in informational texts, such as <ul style="list-style-type: none"> ◦ manuals ◦ textbooks ◦ business letters ◦ newspapers ◦ brochures ◦ reports ◦ catalogs ◦ journals ◦ essays ◦ speeches ◦ biographies ◦ autobiographies • apply information gained from sources to complete an assigned task • increase general and specialized vocabulary • identify information not answered by a selected text.

- 9.5 The student will read dramatic selections.**
- a) Identify the two basic parts of drama: staging and scripting.**
 - b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.**
 - c) Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read one-act and full-length plays. • Students will analyze various dramatic works. • Students will understand how stage directions enhance the impact of dramatic works in reading and in performance. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue, which are used in short stories and novels to create these elements. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the components of staging: <ul style="list-style-type: none"> ◦ lighting design and cues ◦ costume design ◦ set design ◦ set decoration: props ◦ stage movement (blocking) ◦ voice: tone, pitch, inflection, emotion ◦ facial expressions ◦ make-up ◦ curtain cues ◦ music/sound effects • identify the components of scripting: <ul style="list-style-type: none"> ◦ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution) ◦ monologue ◦ soliloquy ◦ dialogue ◦ aside ◦ dialect • compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays • describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

At the ninth-grade level, students will write narrative, literary, expository, and informational 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 informational writings to inform, explain, analyze, or entertain.

- 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.
- d) Write clear, varied sentences.
- e) Use specific vocabulary and information.
- f) Arrange paragraphs into a logical progression.
- g) Revise writing for clarity.
- h) Proofread and prepare final product 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 plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. • Writing will encompass narrative, expository, and informational forms. • Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • understand the importance of audience and purpose when writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan and develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics • use prewriting strategies and organize their writing • communicate the purpose of their writing • write clear, varied sentences • use specific vocabulary and information • arrange paragraphs into a logical progression • revise their writing for clarity • proofread materials for intended audience and purpose.

- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.
 - Use parallel structures across sentences and paragraphs.
 - Use appositives, main clauses, and subordinate clauses.
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.

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. 	<p>All students should</p> <ul style="list-style-type: none"> know the rules for the parts of a sentence understand that parallel structure means using the same grammatical form to express equal or parallel ideas understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence understand that a subordinate clause is a dependent clause and does not express a complete thought understand rules for commas and semicolons when dividing main and subordinate clauses. 	<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 predicate adjective use parallel structure when <ul style="list-style-type: none"> linking coordinate ideas comparing or contrasting ideas 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> distinguish and divide main and subordinate clauses, using commas and semicolons.

At the ninth-grade level, students will develop skills in using print, electronic databases, and online resources to access information. Students will also use a standard style method to credit sources of ideas used in research writing. Students 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 credit the sources of both quoted and paraphrased ideas.**
- a) Define the meaning and consequences of plagiarism.**
 - b) Distinguish one's own ideas from information created or discovered by others.**
 - c) Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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 definition of plagiarism • understand the consequences of plagiarism • understand the format for citing sources of information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • avoid plagiarism by <ul style="list-style-type: none"> ◦ defining <i>plagiarism</i> as 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 ◦ 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.

- 9.9 The student will use print, electronic databases, and online resources to access information.**
- a) Identify key terms specific to research tools and processes.**
 - b) Narrow the focus of a search.**
 - c) Scan and select resources.**
 - d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will recognize that Internet resources and electronic databases complement books and the traditional library as key avenues for accessing, organizing, and presenting information. • Students will acquire skills in evaluating resources, both print and electronic. • Students will become adept at embedding information accessed electronically in a research document. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to use electronic databases and online resources to conduct research • understand the rules for responsible use of technology. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and use key terms, such as <ul style="list-style-type: none"> ◦ electronic database ◦ search engine ◦ electronic mail ◦ World Wide Web ◦ Web browser ◦ online services ◦ hotlinks • narrow the focus of a search • identify useful search terms • combine search terms effectively to narrow a search • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research • evaluate resources, both print and electronic, differentiating between Internet sources that are questionable and those that are reliable • apply the rules for responsible use of technology.