ENGLISH STANDARDS

MRS. MARLOWE   ENGLISH 9   2022-2023

STUDENT NAME: _____

CLASS AVERAGES: Midterm_____ 1st_____ Midterm_____ 2nd_____ Final Avg_____

DATE	STANDARD	Directions: You will be responsible for documenting the dates that we cover the STANDARDS required for this course. English 9 is required for graduation. If you do not demonstrate mastery of the following STANDARDS, you will repeat the class. Black Diamond Objectives required for Essentials/Life Skills courses are in bold & marked with a ♦ to the left of the objective number.	TEXT, CONTENT, ACTIVITY
	♦9.1.1	Define inferences/drawing conclusions & stated/implied meaning.	
	9.1.2	Apply prior knowledge & personal experience to information so to make inferences.	
	9.1.3	Categorize organizational patterns of the text.	
	♦9.1.4	Identify textual evidence of key points.	
	♦9.1.5	Identify stated or implied meaning.	
	♦9.2.1	Define theme/central idea, summary, & sequence of events.	
	♦9.2.2	Chart the sequence of events.	
	♦9.2.3	Summarize the main idea(s) of the text.	
	♦9.2.4	Identify supporting details of the text.	
	♦9.3.1	Define motivation, direct/indirect characterization, static/dynamic characters, & conflict.	
	9.3.2	Compare & contrast static & dynamic characters.	
	9.3.3	Determine characters' motivation(s) in the text.	
	♦9.3.4	Describe how characters evolve throughout the text.	
	♦9.3.5	Identify the qualities that make characters unique.	
	♦9.4.1	Define figurative/connotative meanings, genre, context clues, & tone (including formal & informal).	
	9.4.2	Use figurative language in writing a variety of genres.	
	9.4.3	Establish the author's tone in the text.	
	9.4.4	Explain the author's use of a particular figure of speech.	
	♦9.4.5	Identify figures of speech in the text.	
	♦9.4.6	Identify context clues for unfamiliar words.	
	♦9.5.1	Define manipulation, parallel plots, pacing, flashbacks, tension, & suspense.	
	9.5.2	Distinguish between plots.	

	9.5.3	Determine when/how time has been manipulated by an author.	
	♦9.5.4	Identify organizational structures of nonfiction texts.	
	♦9.5.5	Identify the structural elements of essays.	
	♦9.6.1	Define point of view, literature, & culture.	
	9.6.2	Investigate the cultural background reflected within the text.	
	♦9.6.3	Apply prior knowledge & personal experience to make connections to the text.	
	9.6.4	Label different points of view of different characters or narrators found in the text.	
	♦9.7.1	Define medium, scene, script, & motif.	
	9.7.2	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	
	♦9.7.3	Compare & contrast a written story, drama or poem to its audio, filmed, staged or multimedia versions.	
	♦9.7.4	Label a Venn diagram regarding two different artistic mediums.	
	♦9.8.1	Define allegory, myths, traditional stories, & religious works.	
	9.8.2	Examine how a modern work of fiction draws on themes, patterns of events, or character types.	
	9.8.3	Compare & contrast a fictional portrayal of a time, place, or character & a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
	♦9.8.4	Write an example of a myth, drawing on prior reading.	
	♦9.8.5	Label an example of an allegory.	
	9.9.1	Read & comprehend literature, including stories, dramas, & poems, in the Grades 7-8 text complexity b& proficiently, with scaffolding as needed at the high end of the range.	
	9.9.2	Read & comprehend literature, including stories, dramas, & poems, in the Grades 6-7 text complexity b& proficiently, with scaffolding as needed at the high end of the range.	
	♦9.9.3	Read & comprehend literature, including stories, dramas, & poems, in the Grades 5-6 text complexity b& proficiently, with scaffolding as needed at the high end of the range.	
	♦9.10.1	Define inferences/drawing conclusions.	
	9.10.2	Apply prior knowledge & personal experience to information in order to make inferences.	
	9.10.3	Categorize organizational patterns of the text.	
	♦9.10.4	Identify textual evidence of key points.	
	♦9.10.5	Identify structure of non-fiction texts.	
	♦9.11.1	Define informational text, central idea, fact, & opinion.	

	9.11.2	Cite textual evidence in informational text.	
	♦9.11.3	Summarize the main idea of the text.	
	♦9.11.4	Identify supporting facts of the text, by locating factual information.	
	9.12.1	Determine how a text makes connections among & distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
	♦9.12.2	Determine the organizational pattern the author uses in the informational text.	
	9.12.3	Describe the interactions between individuals, events, & ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
	♦9.12.4	Write a factual summary of the text, without personal opinions or judgments.	
	♦9.13.1	Define etymology, connotation, denotation, figurative, prefixes, suffixes, & root words.	
	9.13.2	Analyze the impact of specific word choices on meaning & tone, including analogies or allusions to other texts.	
	♦9.13.3	Determine the meaning of words & phrases as they are used in a text, including figurative, connotative, & technical meanings.	
	♦9.14.1	Define claims/argument & sentence structure.	
	9.14.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing & refining a key concept.	
	9.14.3	Identify sentence structure within paragraphs of a text (e.g. simple, compound/complex).	
	♦9.15.1	Define point of view, purpose, & rhetoric	
	9.15.2	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text & contributes to the author's point of view & rhetoric.	
	9.15.3	Analyze how the author acknowledges & responds to conflicting evidence or viewpoints within a text.	
	♦9.15.4	Determine an author's purpose within a text.	
	♦9.15.5	Label rhetorical devices found within a text.	
	♦9.15.6	Identify the author's point of view.	
	♦9.16.1	Define medium & genre.	
	9.16.2	Evaluate the advantages & disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
	♦9.16.3	Compare & contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
	♦9.16.4	Label a Venn Diagram regarding two different artistic mediums.	
	♦9.17.1	Define argument, reasoning, validity, fallacy & propaganda.	

	9.17.2	Assess whether the reasoning is sound & the evidence is relevant & sufficient; recognize when irrelevant evidence is introduced.	
	♦9.17.3	Determine relevant & sufficient information.	
	♦9.17.4	Identify the main idea using relevant evidence found within a text.	
	♦9.17.5	Identify propaganda within a text.	
	♦9.17.6	Identify false statements within a text.	
	9.18.1	Define parallel structure or parallelism.	
	9.18.2	Analyze a case in which two or more texts provide conflicting information on the same topic.	
	♦9.18.3	Identify where two texts disagree on matters of fact or interpretation.	
	♦9.18.4	Identify the author's style within the text.	
	♦9.18.5	Identify parallelism within a historical document.	
	9.19.1	Read & comprehend literary nonfiction in the Grades 7-8 text complexity & proficiently, with scaffolding as needed at the high end of the range.	
	9.19.2	Read & comprehend literary nonfiction in the Grades 6-7 text complexity & proficiently, with scaffolding as needed at the high end of the range.	
	♦9.19.3	Read & comprehend literary nonfiction in the Grades 5-6 text complexity b& proficiently, with scaffolding as needed at the high end of the range.	
	♦9.20.1	Define analysis, reasoning, & relevant.	
	♦9.20.2	Develop a topic sentence & supporting sentence to support an opinion.	
	♦9.20.3	Identify objective/subjective writing.	
	♦9.20.4	Identify formal/informal writing.	
	♦9.20.5	Identify the parts of a composition.	
	♦9.21.1	Define explanatory, informative, & relevant.	
	♦9.21.2	Create a graphic organizer to arrange content.	
	♦9.21.3	Distinguish fact from opinion in informational reading materials.	
	♦9.21.4	Discuss the difference between fact & opinion.	
	♦9.22.1	Define imagined, relevant, dialogue, sensory, precise, coherent, vivid, narrative, & progression.	
	9.22.2	Use words & phrases to establish a tone.	
	♦9.22.3	Develop an effective voice suitable for audience & purpose.	
	♦9.22.4	Distinguish between descriptive & non-descriptive language.	
	♦9.22.5	Recognize transitional words & phrases in the text.	
	♦9.23.1	Define task, purpose, & audience.	
	♦9.23.2	Identify the parts of a composition.	
	♦9.23.3	Identify the modes of writing: Descriptive, Expository, Persuasive, & Narrative	

	♦9.24.1	Define revise, edit, audience, & rewrite.	
	♦9.24.2	Develop an outline to create a sample of different modes of writing.	
	♦9.24.3	Use brainstorming, drawings, & discussion elements of prewriting in the writing process.	
	♦9.24.4	Demonstrate brainstorming using graphic organizers.	
	♦9.25.1	Define produce, publish & update.	
	9.25.2	Synthesize information gathered from media resources.	
	♦9.25.3	Connect various media to collect informational resources.	
	♦9.25.4	Demonstrate the ability to perform web-based research.	
	♦9.26.1	Define narrow, broad, synthesize, & demonstrate.	
	9.26.2	Use paraphrasing & documentation of sources to avoid plagiarism.	
	♦9.26.3	Take notes to gather & determine information.	
	♦9.26.4	Determine when content is narrow or broad.	
	♦9.26.5	Identify relevant information.	
	♦9.27.1	Define relevant, authoritative, assess, plagiarism, citation & integrate.	
	♦9.27.2	Outline research findings in a logical order.	
	♦9.27.3	Explain the importance of proper formatting.	
	♦9.27.4	Recognize reliable sources.	
	♦9.28.1	Define allusion & paraphrase.	
	9.28.2	Explain the meaning of allusion in its context.	
	♦9.28.3	Investigate the origin of the identified allusion.	
	♦9.28.4	Label examples of allusion.	
	♦9.29.1	Define revision & formal/informal language.	
	♦9.29.2	Organize sentences in a logical order to form cohesive paragraphs.	
	♦9.29.3	Write in narrative, persuasive, descriptive, & expository modes.	
	♦9.29.4	Recognize vocabulary relevant to the text.	
	♦9.30.1	Define collaborative, explicitly, persuasively, collegial, consensus, & relevant.	
	9.30.2	Read & identify information from outside readings/experiences to support a point & engage in meaningful conversation.	
	♦9.30.3	Collaborate with classmates to establish rules for discussion & the ability to present differing opinions without argument.	
	9.30.4	Use probing questions & supporting details that hold participants accountable for justifying their ideas.	
	♦9.31.1	Define reliable, fallacious, distorted, & credible.	
	9.31.2	Integrate multiple & diverse sources of information.	

	♦9.31.3	Differentiate between a reliable source & a source containing fallacious information.	
	♦9.32.1	Define point of view, reasoning, rhetoric, fallacious, exaggerated, & distorted.	
	♦9.32.2	Identify statements that are false & judge if any of a speaker's reasoning is misleading.	
	♦9.32.3	Summarize/state a speaker's point of view.	
	♦9.32.4	Identify evidence.	
	♦9.33.1	Define supporting details, precise, logical, reasoning, & audience.	
	♦9.33.2	Communicate information & evidence as a speaker with focus on purpose, audience, & task.	
	♦9.34.1	Define visual appeal, presentation, strategic, & digital citizenship.	
	♦9.34.2	Incorporate digital media to enhance the findings & to create an effect that is visually appealing.	
	♦9.35.1	Define formal/informal English & context.	
	♦9.35.2	Distinguish between formal/informal languages.	
	♦9.35.3	Identify the audience & adapt speech as necessary.	
	♦9.36.1	Define phrases, clauses, & verbals.	
	♦9.36.2	Apply rules of subject-verb agreement when the subject has compound parts joined by *or* with the second element as singular or plural.	
	♦9.36.3	Apply rules of subject-verb agreement with the subjunctive mood.	
	♦9.36.4	Identify & use parallel structure.	
	♦9.36.5	Identify various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) & clauses (independent, dependent; noun, relative, adverbial).	
	♦9.37.1	Define clauses, capitalization, appositives & punctuation.	
	♦9.37.2	Use commas correctly with non-essential appositives.	
	♦9.37.3	Use semicolons & colons correctly.	
	♦9.37.4	Use dictionary or thesaurus to correctly spell words.	
	♦9.37.5	Identify the correct use of appositives.	
	♦9.37.6	Identify independent clauses.	
	♦9.38.1	Define plagiarism, steps to the research process, & redundancy.	
	9.38.2	Use knowledge of language & its conventions when writing, speaking, reading, or listening.	
	♦9.38.3	Choose language that expresses ideas precisely & concisely, recognizing & eliminating wordiness & redundancy.	
	♦9.38.4	Identify the steps of the research process.	
	♦9.38.5	Locate information using technology & software.	
	♦9.38.6	Use research findings to develop a thesis statement.	

	♦9.39.1	Define etymology, multiple meaning words, & inference & context clues.	
	♦9.39.2	Use reference material to find the pronunciation of a word, to determine meaning, part of speech, and/or etymology.	
	♦9.39.3	Use inference to determine a word's meaning.	
	9.39.4	Use patterns of word changes that indicate different meanings or parts of speech.	
	♦9.39.5	Apply context clues to determine a word's meaning within the text.	
	♦9.39.6	Determine the difference between multiple meaning words & their definition.	
	♦9.40.1	Define figurative language, word relationships, nuances, euphemism, oxymoron, & figures of speech.	
	9.40.2	Analyze euphemism & oxymoron usage & its role within a text.	
	9.40.3	Use nuances with words with similar meanings.	
	♦9.40.4	Identify the use of figurative language within a text.	
	♦9.41.1	Define domain-specific words & accurately.	
	9.41.2	Use domain-specific words & phrases to increase comprehension & expression for reading, writing, speaking, & listening at the college & career readiness level.	
	♦9.41.3	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	9.41.4	Acquire & use accurately general academic words for reading, writing, speaking, & listening at the college & career readiness level.	

ACT PRACTICE TEST SCORES:

Date: _____ Score: _____

Date: _____ Score: _____

Date: _____ Score: _____

Date: _____ Score: _____

Date: _____ Score: _____