



Stafford County Public Schools

English/Language Arts– Grade 9

The ninth-grade student will make planned oral presentations independently and in small groups. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Communication and Multimodal Literacies

The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- Make strategic use of multimodal tools.
- Credit information sources.
- Use vocabulary appropriate to the topic, audience, and purpose.
- Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal-setting.
- Assume responsibility for specific group tasks.
- Share responsibility for collaborative work.
- Use a variety of strategies to listen actively and speak, using appropriate discussion rules with awareness of verbal and nonverbal cues.
- Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

The student will produce, analyze, and evaluate media messages.

- Analyze and interpret special effects used in media messages.
- Determine the purpose of the media message and its effect on the audience.
- Analyze the purpose of information and persuasive techniques used in diverse media formats.
- Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.
- Evaluate sources, including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- Monitor, analyze, and use multiple streams of simultaneous information.
- Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- Use context, structure, and connotations to determine meanings of words and phrases.
- Discriminate between connotative and denotative meanings and interpret the connotation.
- Identify the meaning of common idioms.
- Explain the meaning of literary and classical allusions and figurative language in text.
- Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- Identify the characteristics that distinguish literary forms.
- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- Interpret how themes are connected across texts.
- Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- Analyze the cultural or social function of a literary text.

- Explain the relationship between the author's style and literary effect.
- Explain the influence of historical context on the form, style, and point of view of a written work.
- Compare and contrast authors' use of literary elements within a variety of genres.
- Analyze how the author's specific word choices and syntax impact the author's purpose.
- Make inferences and draw conclusions using references from the text(s) for support.
- Compare/contrast details in literary and informational nonfiction texts.
- Use reading strategies to monitor comprehension throughout the reading process.

The student will read and analyze a variety of nonfiction texts.

- Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- Analyze the author's qualifications, viewpoint, and impact.
- Recognize an author's intended purpose for writing and identify the main idea.
- Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events within and between texts.
- Identify characteristics of expository, technical, and persuasive texts.
- Identify a position/argument to be confirmed, disproved, or modified.
- Evaluate clarity and accuracy of information.
- Analyze, organize, and synthesize information to solve problems, answer questions, complete a task, or create a product.
- Differentiate between fact and opinion and evaluate the impact of each.
- Analyze ideas within and between selections, providing textual evidence.
- Use the reading strategies to monitor comprehension throughout the reading process.

Writing

The student will write in a variety of forms to include expository, persuasive, reflective, and analytic, with an emphasis on persuasion and analysis.

- Engage in writing as a recursive process.
- Plan, organize, and write for a variety of audiences and purposes.
- Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- Blend multiple forms of writing, including embedding a narrative to produce effective essays.
- Communicate clearly the purpose of the writing using a thesis statement.
- Compose a thesis for persuasive writing that advocates a position.
- Clearly state and defend a position, using reasons and evidence from credible sources as support.
- Identify counterclaims and provide counterarguments.
- Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- Use textual evidence to compare and contrast multiple texts.
- Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- Revise writing for clarity of content, accuracy, and depth of information.

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing and Standard English.

- Use parallel structure across sentences and paragraphs.
- Use appositives, main clauses, and subordinate clauses.
- Use commas and semicolons to distinguish and divide main and subordinate clauses.
- Distinguish between active and passive voice.
- Use a variety of sentence structures to infuse sentence variety in writing.

Research

The student will find, evaluate, and select credible resources to create a research product.

- Verify the validity and accuracy of all information.
- Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- Demonstrate ethical use of the Internet.

Resources: Stafford County Public Schools: <https://www.staffordschools.net>

Virginia Department of Education SOLs for English: http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml