**English *Standards of Learning* Instructional Log for Grade 9**

**2021-2022 School Year**

The skills and strategies introduced in the English Standards of Learning spiral from kindergarten to high school and many standards within the English Standards of Learning build in complexity within K-12 instruction. Teachers can use this instructional log to help determine which standards students have had sufficient exposure and experience with in the 2020-2021 academic year and to make decisions regarding when and how experience with new standards might occur moving forward.

| **Strand** | ***Standard of Learning*** | **Skills covered sufficiently during 2020-2021** | **Not yet sufficiently covered** | **Subsequent Grade/Course****Connections where skill scaffolding may be necessary** | **Comments** |
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| **Communication and Multimodal Literacies** | **9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.** |  |  | 10.1 |  |
| a) Make strategic use of multimodal tools.  |  |  | 10.1a |  |
| b) Credit information sources. |  |  | 10.1b |  |
| c) Use vocabulary appropriate to the topic, audience, and purpose. |  |  | 10.1h |  |
| d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.  |  |  | 10.1c |  |
| e) Assume responsibility for specific group tasks. |  |  | 10.1d |  |
| f) Share responsibility for collaborative work. |  |  | 10.1d |  |
| g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. |  |  | 10.1f |  |
| h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member. |  |  | 10.1e |  |
| i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. |  |  | 10.1g |  |
| j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).  |   |  | 10.1k |  |
| k) Use self-reflection to evaluate one’s own role in preparation and participation in small-group activities. |  |  | 10.1j |  |
| **9.2 The student will produce, analyze, and evaluate media messages.** |  |  | 10.2 |  |
| a) Analyze and interpret special effects used in media messages. |  |  | 10.2d |  |
| b) Determine the purpose of the media message and its effect on the audience. |  |  | 10.2e |  |
| c) Analyze the purpose of information and persuasive techniques used in diverse media formats. |  |  | 10.2e |  |
| d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). |  |  | .2fN/A 10.2f/A |  |
| e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.  |  |  | 10.2g |  |
| f) Describe possible cause and effect relationships between mass media coverage and public opinion trends. |  |  | 10.2g |  |
| g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content. |  |  | 10.2c |  |
| h) Monitor, analyze, and use multiple streams of simultaneous information. |  |  | 10.2h |  |
| i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. |  |  | 10.2a,b,i |  |
| **Reading** | **9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**  |  |  | 10.3 |  |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. |  |  | 10.3a |  |
| b) Use context, structure, and connotations to determine meanings of words and phrases. |  |  | 10.3b |  |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. |  |  | 10.3c |  |
| d) Identify the meaning of common idioms. |  |  | 10.3d |  |
| e) Explain the meaning of literary and classical allusions and figurative language in text. |  |  | 10.3e |  |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing |  |  | 10.3f |  |
| **9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.** |  |  | 10.4 |  |
| a) Identify the characteristics that distinguish literary forms. |  |  | 10.4b |  |
| b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. |  |  | 104f |  |
| c) Interpret how themes are connected across texts. |  |  | 10.4g |  |
| d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion. |  |  | 10.4k |  |
| e) Analyze the cultural or social function of a literary text. |  |  | 10.4c |  |
| f) Explain the relationship between the author’s style and literary effect. |  |  | 10.4 |  |
| g) Explain the influence of historical context on the form, style, and point of view of a written work. |  |  | 10.4h |  |
| h) Compare and contrast authors’ use of literary elements within a variety of genres. |  |  | 10.4 |  |
| i) Analyze how the author’s specific word choices and syntax impact the author’s purpose.  |  |  | 10.4i |  |
| j) Make inferences and draw conclusions using references from the text(s) for support. |  |  | 10.4a |  |
| k) Compare/contrast details in literary and informational nonfiction texts. |  |  | 10.4j |  |
| l) Use reading strategies to monitor comprehension throughout the reading process. |  |  | 10.4m |  |
| **9.5 The student will read and analyze a variety of nonfiction texts.** |  |  | 10.5 |  |
| a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.  |  |  | 10.5a |  |
| b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. |  |  | 10.5f |  |
| c) Analyze the author’s qualifications, viewpoint, and impact. |  |  | 10.5b |  |
| d) Recognize an author’s intended purpose for writing and identify the main idea. |  |  | 10.5b |  |
| e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. |  |  | 10.5i |  |
| f) Identify characteristics of expository, technical, and persuasive texts. |  |  | 10.5a,e |  |
| g) Identify a position/argument to be confirmed, disproved, or modified. |  |  | 10.5 |  |
| h) Evaluate clarity and accuracy of information. |  |  | 10.5 |  |
| i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product. |  |  | 10.5g |  |
| j) Differentiate between fact and opinion and evaluate their impact. |  |  | 10.5f |  |
| k) Analyze ideas within and between selections providing textual evidence.  |  |  | 10.5h |  |
| l) Use the reading strategies to monitor comprehension throughout the reading process. |  |  | 10.5j |  |
| **Writing** | **9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.** |  |  | 10.6 |  |
| a) Engage in writing as a recursive process. |  |  | 10.6a |  |
| b) Plan, organize, and write for a variety of audiences and purposes. |  |  | 10.6b |  |
| c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. |  |  | 10.6e |  |
| d) Blend multiple forms of writing including embedding a narrative to produce effective essays. |  |  | 10.6j |  |
| e) Communicate clearly the purpose of the writing using a thesis statement.  |  |  | 10.6d |  |
| f) Compose a thesis for persuasive writing that advocates a position. |  |  | 10.6f |  |
| g) Clearly state and defend a position using reasons and evidence from credible sources as support. |  |  | 10.6g |  |
| h) Identify counterclaims and provide counter - arguments.  |  |  | 10.6h |  |
| i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position. |  |  | 10.6i10 |  |
| j) Use textual evidence to compare and contrast multiple texts. |  |  | 10.6l |  |
| k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas. |  |  | 10.6b, e |  |
| l) Revise writing for clarity of content, accuracy, and depth of information.  |  |  | 10.6m |  |
| **9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.** |  |  | 10.7 |  |
| a) Use parallel structure across sentences and paragraphs. |  |  | 10.7a |  |
| b) Use appositives, main clauses, and subordinate clauses. |  |  | 10.7b |  |
| c) Use commas and semicolons to distinguish and divide main and subordinate clauses. |  |  | 10.7b |  |
| d) Distinguish between active and passive voice. |  |  | 10.7c |  |
| e) Use a variety of sentence structures to infuse sentence variety in writing. |  |  | 10.7b |  |
| **Research** | **9.8 The student will find, evaluate, and select credible resources to create a research product.**  |  |  | 10.8 |  |
| a) Verify the validity and accuracy of all information. |  |  | 10.8a |  |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. |  |  | 10.8b |  |
| c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims. |  |  | 10.8c |  |
| d) 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).  |  |  | 10.8d |  |
| e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.  |  |  | 10.8e |  |
| f) Demonstrate ethical use of the Internet. |  |  | 10..8f |  |