

Erie-Huron-Ottawa Effective Schools Consortium
Huron City Schools
Language Arts Performance Indicators
Grade 9

Grading Period	Difficulty Level	Performance Indicator
I. READING		
B. Acquisition of Vocabulary		
□ □ □ □		[Affixes-Roots-Word Origins-Contextual Cues] 27. Analyze fiction and non-fiction that contains words of Greek, Latin, and Anglo-Saxon origin; unlock the meaning of these words using knowledge of roots, affixes, context, and other words; suggest why an author might have used these words. [R.9.2.5]
□ □ □ □		[Influence of Culture, Politics, History, etc.] 31. Analyze fiction and non-fiction selections that include historic events to identify words and phrases that have impacted the English language; devise a graphic presentation to share with peers. [R.9.2.4] [R.10.2.4]
□ □ □ □		[Overall Context - - inclusive of all cues] 35. Show the contextual meaning of unfamiliar or difficult words in a passage by using each in an original sentence, accompanied by the type of ‘clue’ used to determine the meaning (e.g., cause-effect, definition, example, synonym-antonym, comparison-contrast, etc.). [R.8.2.1] [R.9.2.1] {7-10 Voc; Bmk A; Rdg. HSGQE # 5}
□ □ □ □		42. Analyze a set of words from either a selection or a list of words as to their neutral or denotative term and their ‘loaded’ or connotative term - - both negative and positive; explain why an author might use the ‘loaded’ terms (connotative) compared with the neutral (denotative) term and display the analysis in a matrix. [R.8.2.2] [R.9.2.2] [R.10.2.2] [R.11.2.2] [R.12.2.2]
□ □ □ □		[Figurative Language] 50. Distinguish the literal (concrete) from the figurative (symbolic) meaning of words and phrases in fiction and non-fiction, explaining the author’s use of idioms, similes, metaphors, and puns to enrich his/her message. [R.9.2.3] {7-10 Lit Txt; Bmk C, F; Rdg. HSGQE # 9}
□ □ □ □		[Analogies] 56. Generate a personal list of unknown/unfamiliar words from fiction and non-fiction reading selections; develop analogies to show understanding of the words, including synonym:synonym; synonym:antonym; part:whole; object:function; item:location; connotation:denotation; etc. [R.9.2.2] [R.10.2.2]
□ □ □ □		[Tools and Resources] 61. Keep a log that includes “lists” of difficult words encountered; note the contextual definition, pronunciation, and the source from which the definition was confirmed (i.e., glossary, dictionary, internet site, specialty text, etc.). [R.8.2.7] [R.9.2.6] [R.10.2.6]
C. Reading Processes: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies		
□ □ □ □		[Adjust Reading Behavior To Purpose] 11. Adjust the rate (skim, scan, reading-on, looking back) of reading according to purpose (e.g., enjoyment, literary experience, information, etc.); self-monitor by taking notes on or writing a summary of the text; list key questions and answers, and include a brief annotation which describes the reading behavior(s) used. [R.5.3.1, R.5.3.8, R.5.3.9] [R.6.3.1] [R.7.3.1, R.7.3.7] [R.8.3.3] [R.9.3.3]
□ □ □ □		[Prediction] 22. Compile a list of predictions, inferences, and conclusions from a partially-read and/or scanned selection; confirm or adjust once reading is complete, citing evidence from the text. [R.8.3.1] [R.9.3.1] {7-9 Rdg. HSGQE # 8}

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□ □ □ □		<p>[Comparison/Contrast]</p> <p>31. Compare/contrast pre-determined themes in assigned reading (e.g., tolerance, good over evil, loyalty, etc.) with a prior reading of a <i>different</i> genre, recalling specific detail for each selection and summarizing the comparison in an essay. [R.9.3.1]</p>
□ □ □ □		<p>[Literal, Interpretive, Evaluative Questions]</p> <p>53. Generate literal, interpretive, evaluative, and synthesis-level questions about fiction and non-fiction selections; prepare an answer key, referencing text details. [R.9.3.2] {8-10 HSGQE # 1} {8-10 Comp; Bmk B; Rdg. HSGQE # 7}</p>
□ □ □ □		<p>[Independent Reading, Self-Monitoring, Evaluating Text]</p> <p>61. Maintain a personal reading journal of print and electronic materials read (i.e., short stories; articles; primary sources such as diaries, documents, etc.; technical manuals; essays, etc.); divide by <u>purpose</u> (to inform, to entertain, to persuade) and <u>type</u> (genre), selected with student-developed [teacher-approved] criteria such as personal interest, knowledge of the author, genre preference, recommendations from others. [R.8.3.4, R.8.3.5] [R.9.3.4, R.9.3.5]</p>
D. Reading Applications: Informational, Technical, and Persuasive		
□ □ □ □		<p>[Graphic Aids]</p> <p>16. Analyze two or more visual displays of similar data (i.e., maps, graphs, charts, schedules, etc.) to compare/contrast the information found in both (e.g. services of 2 different banks, airline time tables and rates, etc.) to make a decision or solve a problem. [R.9.4.3]</p>
□ □ □ □		<p>[Rhetorical Style]</p> <p>40. Analyze a selection to identify the author’s organizational pattern (e.g., cause-effect, compare-contrast, simple listing, chronological sequence, etc.) explain why this pattern was selected (re: author’s purpose), and evaluate its effectiveness; display as a labeled, annotated graphic organizer. [R.8.4.2] [R.9.4.1] [R.8.4.7] {7-10 Info Txt; Bmk B, D; Rdg. HSGQE # 2, # 10}</p>
□ □ □ □		<p>41. Analyze the structure and organization of an assigned reading, and highlight specific stylistic techniques used by the author (repetition, syntax, word choice) to influence the reader; display as a graphic. [R.9.4.1]</p>
□ □ □ □		<p>[Persuasive Techniques]</p> <p>46. Identify the thesis of persuasive selections, editorials, or speeches, and explain the rhetorical devices used by the author (i.e., slogans, repetition, embedded question, folk wisdom, metaphor/extended analogy, etc.). [R.9.4.8] {7-10 Info Txt; Bmk B, D; Rdg. HSGQE # 2}</p>
□ □ □ □		<p>[Consumer/Public Documents*]</p> <p>56. Compare and contrast the effectiveness of features used in various consumer, public, and functional or workplace documents to make decisions about a problem to solve or action to take (e.g., best credit card ‘deal,’ cell phone package, etc.). [R.9.4.7]</p>
□ □ □ □		<p>[Compare Multiple Sources]</p> <p>64. Compare the characteristics of at least two authors’ presentations of the same topic; include objectivity, scope and range, organization, accuracy, persuasive techniques, and appropriateness of information/data used by each respective author. [R.9.4.2, R.9.4.4, R.9.4.5, R.9.4.6]</p>
□ □ □ □		<p>65. Critique a selection in terms of the author’s ‘treatment’ (i.e., presentation, approach, viewpoint); include objectivity, scope or range, organization, accuracy, adequacy, persuasive techniques, and appropriateness; use external sources (encyclopedia, newspaper, Internet, etc.) to validate the critique. [R.9.4.2, R.9.4.4, R.9.4.5, R.9.4.6]</p>
E. Reading Applications: Literary Text		
□ □ □ □		<p>[Types of Literature; Genres]</p> <p>11. Analyze the author’s use of a certain genre by explaining the relationship between the message/theme and the characteristics of the genre selected in comparison with other genres (e.g., why did Poe choose a poem for “Annabelle Lee” and a short story for “The Tell-Tale Heart”). [R.9.5.6]</p>

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□ □ □ □		[Story Elements] {characterization} 23. Explain the author’s use of direct and indirect characterization and ways the characters reveal traits about themselves (dialect, dramatic monologues, soliloquies, and interactions with other characters); cite evidence from the text to support both direct and indirect characterizations. [R.9.5.1] {7-10 Lit Txt; Bmk A, B, C, D; Rdg. HSGQE # 11}
□ □ □ □		{setting} 31. Analyze the influence of multiple settings on multiple characters and plot development, referencing time and place and their impact on the rest of the selection. [R.9.5.2] {7-10 Lit Txt; Bmk A, B, C, D; Rdg. HSGQE # 11}
□ □ □ □		{plot} 38. Trace the author’s use of multiple conflicts, parallel plots, and/or subplots in a given text; provide examples from the text, showing particularly how these are enhanced by foreshadowing and flashback. [R.9.5.3, R.9.5.7] {7-10 Lit Txt; Bmk A, B, C, D; Rdg. HSGQE # 11}
□ □ □ □		[Theme] 50. Compare different literary works (by the same author or different authors), and explain how the author(s) communicate(s) theme (e.g., good over evil; love conquers all; all that glitters is not gold; the power of friendship) through characterization and plot structure. [R.9.5.5]
□ □ □ □		[Mood/Tone] 58. Analyze how an author conveys mood and tone through word choice (e.g., figurative language, sensory images, connotation, etc.), syntax (i.e., sentence structure, word order, etc.), sound devices (i.e., alliteration, assonance, consonance, and onomatopoeia); and symbolism (using objects, images, language to represent or signify larger meaning); explain how these work together. [R.9.5.9, R.9.5.10, R.9.5.11]
□ □ □ □		[Flashback/Foreshadowing/Symbolism/Irony] {irony} 61. Identify examples of various types of irony found in literary text; explain the type as verbal, situational, and dramatic, and explain how/why each is used by authors to achieve their purposes. [R.9.5.8]
□ □ □ □		[Point-of-View/Voice] 71. Evaluate as to objectivity, completeness, and accuracy the point of view used by an author in a selection, explaining the advantages and disadvantages of the point of view chosen (first person and third person limited, omniscient, objective and subjective). [R.9.5.4]
II. WRITING PROCESS		
A. The Writing Process		
Pre-Writing		
□ □ □ □		[Background] 4. Determine usefulness of and then conduct background reading, interviews, surveys, etc. as appropriate to plan for writing. [W.9.1.2] [W.10.1.2] [W.11.1.2] [W.12.1.2]
□ □ □ □		[Focus on Prompt] 10. Determine purpose and audience (e.g., adapt focus, content structure, and point of view) as appropriate to topic. [W.8.1.4] [W.9.1.4] [W.10.1.4] {8-10 Wrtg App; Bmk A, B, D; Wrtg HSGQE}

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□ □ □ □		<p>[Pre-Write]</p> <p>13. Plan writing products in response to prompt (topic, audience, and purpose); include --</p> <p>(a) appropriate organizational structure (e.g., cause-effect, problem-solution, compare-contrast, chronological sequence, etc.)</p> <p>(Fiction)</p> <ul style="list-style-type: none"> • basic premise (characters, setting, problem or conflict for ‘plot’) <p>(Personal Narrative)</p> <ul style="list-style-type: none"> • basic who/what/when/where; central purpose (entertain, inform, reminisce, etc.) <p>(Non-Fiction)</p> <ul style="list-style-type: none"> • thesis idea to be developed with supporting detail; overall purpose (inform, entertain, persuade, reflect, etc.) <p>(b) engaging introduction: setting forth “thesis idea” in <u>non-fiction</u> or characters/setting/situation in <u>fiction</u></p> <p>(c) planned body: points that show how thesis idea will be developed (sequence, supporting detail) in <u>non-fiction</u> or how plot lines (conflicts, problems to solve) will be developed in <u>fiction</u></p> <p>(d) effective conclusion: closing statement that summarizes important ideas and details, expresses a personal reaction, or suggests a further line of inquiry in <u>non-fiction</u> or ties off plot lines, presents a surprise twist, or opens a ‘next chapter’ in <u>fiction</u></p> <p>[W.6.1.1, W.6.1.2, W.6.1.3, W.6.1.4, W.6.1.5, W.6.1.6] [W.7.1.1, W.7.1.2, W.7.1.3, W.7.1.4, W.7.1.5, W.7.1.6] [W.8.1.1, W.8.1.2, W.8.1.3, W.8.1.4, W.8.1.5, W.8.1.6] [W.9.1.1, W.9.1.2, W.9.1.3, W.9.1.4, W.9.1.5, W.9.1.6] [W.10.1.1, W.10.1.2, W.10.1.3, W.10.1.4, W.10.1.5, W.10.1.6] [W.11.1.1, W.11.1.2, W.11.1.3, W.11.1.4, W.11.1.5, W.11.1.6] [W.12.1.1, W.12.1.2, W.12.1.3, W.12.1.4, W.12.1.5, W.12.1.6] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #2} {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #3}</p>
Drafting, Revising, Editing		
□ □ □ □		<p>[Organizing]</p> <p>{fiction; narrative}</p> <p>20. Plan an engaging introduction that presents character, setting, and ‘situation;’ a body that sequences plot detail that notes conflict(s) or problem(s); and a conclusion that ties off plot lines, presents a surprise twist, or opens a ‘next chapter.’ [W.9.1.6] [W.10.1.6] [W.11.1.6] [W.12.1.6] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #4}</p>
□ □ □ □		<p>{non-fiction}</p> <p>24. Plan an engaging introduction that presents the thesis idea; a body that develops the thesis idea with supporting details; and a conclusion that summarizes important ideas and details, expresses a personal reaction, or suggests a further line of inquiry. [W.9.1.6] [W.10.1.6] [W.11.1.6] [W.12.1.6] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #4}</p>
□ □ □ □		<p>[Composing]</p> <p>25. Use available technology to compose formal writing products. [W.1.1.8] [W.2.1.9] [W.3.1.9] [W.4.1.9] [W.5.1.10] [W.6.1.10] [W.7.1.10] [W.8.1.10] [W.9.1.10] [W.10.1.10] [W.11.1.10] [W.12.1.10]</p>
□ □ □ □		<p>{sentences}</p> <p>32. Use a variety of sentence structures and lengths (i.e., simple, compound, complex); include coordinating and subordinating conjunctions and dependent/independent clauses; and parallel or repetitive sentence structure.</p> <p>[W.8.1.7; W.8.3.4; W.8.3.5] [W.9.1.7; W.9.3.3; W.9.3.4] [W.10.1.7; W.10.3.3; W.10.3.4] [W.11.1.7; W.11.3.3] [W.12.1.7; W.12.3.3] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}</p>

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□ □ □ □		<p>{paragraphs}</p> <p>35. Use paragraph form, including - -</p> <ul style="list-style-type: none"> (a) topic sentences (b) paragraphs arranged in logical sequence (c) effective transitions (d) closing sentences (e) coherence across the whole, using parallel structures <p>[W.9.1.8] [W.10.1.8] [W.11.1.8] [W.12.1.8] {8-10 Wrtg Proc; Bmk (NA); Wrtg HSGQE #5, #7}</p>
□ □ □ □		<p>{language}</p> <p>38. Use precise language, action verbs, sensory details, colorful modifiers, and style appropriate to the audience, purpose, and topic to compose written products; avoids inappropriate slang or informal language. [W.7.1.9] [W.8.1.9] [W.9.1.9; W.9.1.15] [W.10.1.9; W.10.1.15] [W.11.1.9; W.11.1.15] [W.12.1.9; W.12.1.15] {5-7 Wrtg Proc; Bmk D; Gr. 6 Wrtg. OPT #3} {8-10 Wrtg App; Bmk A; Wrtg HSGQE #6}</p>
□ □ □ □		<p>39. Convey a personal style and voice in written composition (e.g., repetition of words, phrases, or images; embedded rhetorical questions; specific ‘tonal qualities’ such as sarcasm, satire, dreaminess or reverie, regret, etc.). [W.9.1.9] [W.10.1.9] [W.11.1.9] [W.12.1.9]</p>
□ □ □ □		<p>[Vocabulary]</p> <p>41. Use resources (dictionaries, thesaurus) to select effective and precise vocabulary to maintain consistent style, tone, and voice. [W.9.1.14] [W.10.1.14] [W.11.1.14] [W.12.1.14]</p>
□ □ □ □		<p>[Revising/Editing] {additions/deletions/re-arrangements}</p> <p>50. Review written manuscripts using the Writing Rubric to note and revise the following: [W.9.1.16] [W.10.1.16] [W.11.1.16] [W.12.1.16]</p> <ul style="list-style-type: none"> (a) extraneous detail [W.9.1.12] [W.10.1.12] [W.11.1.12] [W.12.1.12] (b) lack of detail [W.9.1.12] [W.10.1.12] [W.11.1.12] [W.12.1.12] (c) arrangement of words, phrases, sentences [W.9.1.13] [W.10.1.13] [W.11.1.13] [W.12.1.13] (d) fragments or run-ons [W.9.1.15] [W.10.1.15] [W.11.1.15] [W.12.1.15] (e) consistent point of view [NS for Grades 9, 10, 11, 12] (f) organizational structure (cause-effect; compare-contrast; sequence, etc.) [W.9.1.11] [W.10.1.11] [W.11.1.11] [W.12.1.11] (g) style, tone, voice [W.9.1.13] [W.10.1.13] [NS for Grades 11 and 12] <p>[non-fiction]</p> <ul style="list-style-type: none"> (h) precision in analysis [W.11.1.12] [W.12.1.12] (i) persuasiveness of argument [W.11.1.12] [W.12.1.12] <p>[fiction]</p> <ul style="list-style-type: none"> (j) character, plot, and/or setting [W.11.1.12] [W.12.1.12] {8-10 Wrtg App; Bmk A, B, C, D, E; Wrtg HSGQE #2, #3}
□ □ □ □		<p>[Editing/Proofreading]</p> <p>55. Make corrections in capitalization, punctuation, spelling, and grammar [see also section C. of the matrix - - Conventions and the Conventions portion of the Writing Rubric]</p> <p>[W.6.1.15; W.6.3.1; W.6.3.3] [W.7.1.15; W.7.3.2; W.7.3.3] [W.8.1.15; W.8.3.1; W.8.3.2] [W.9.1.15; W.9.3.1; W.9.3.2] [W.10.1.15; W.10.3.1; W.10.3.2] [W.11.1.15; W.11.3.1; W.11.3.2] [W.12.1.15; W.12.3.1; W.12.3.2]</p>
Publication		
□ □ □ □		<p>59. Rewrite/revise document using available technology and graphics to enhance the final product; follow specific formats for final submission (e.g., cover sheets; bibliography; tables/charts; appendices, etc.). [W.9.1.17] [W.10.1.17] [W.11.1.17] [W.12.1.17]</p>

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B. Writing Applications (Products)		
□ □ □ □		<p>[Short Story; Narratives]</p> <p>11. Write personal narratives or short stories that - -</p> <ul style="list-style-type: none"> (a) sustain reader interest by pacing action and developing an engaging plot (using such techniques as tension, suspense, surprise, foreshadowing, etc.) (b) use a range of strategies and literary devices, including figurative language and specific narration (c) include an organized, well developed structure appropriate to plot development (including conflicts or problems and valid resolutions) (d) reflect the Processes and Conventions set forth in the Writing Rubric <p>[W.9.2.1] [W.10.2.1]</p>
□ □ □ □		<p>[Response to Literature]</p> <p>19. Write responses to literature that organize an insightful interpretation around several clear ideas, premises, or images; follow the Processes and Conventions set forth in the Writing Rubric, and support judgments with specific references to - -</p> <ul style="list-style-type: none"> (a) the original text (b) other texts (c) the authors (d) prior knowledge <p>[W.8.2.2] [W.9.2.2] [W.10.2.2] {7, 8 Info Txt; Bmk B, D; Rdg. HSGQE #4}</p>
□ □ □ □		<p>[Correspondence]</p> <p>31. Write business letters, letters to the editor and job applications that - -</p> <ul style="list-style-type: none"> (a) address audience needs, stated purpose, and context in a clear and efficient manner; (b) follow the conventional style appropriate to the text using proper technical terms; (c) include appropriate facts and details; (d) exclude extraneous details and inconsistencies; (e) provide a sense of closure to the writing (f) follow the Processes and Conventions set forth in the Writing Rubric <p>[W.9.2.3] [W.10.2.3]</p>
□ □ □ □		<p>[Informal Writing]</p> <p>35. Produce informal writings (e.g., personal journals, response journals, notes, poems) for a variety of purposes (e.g., reflection, recording information, as a learning tool, enjoyment, communication between students, students and teacher, etc.). [W.5.2.5] [W.6.2.6] [W.7.2.6] [W.8.2.6] [W.9.2.6] [W.10.2.6] [W.11.2.6] [W.12.2.6]</p>

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□ □ □ □		<p>[Informational Writing]</p> <p>42. Write an informational essay or report based on research that poses relevant questions; provides a clear and accurate perspective on the subject, including a personal reaction or thought; has an organizational structure appropriate to the purpose, audience, and context; supports the main ideas and original thought with facts, details, examples, and explanations from multiple primary and secondary sources;* and is compiled in a ‘scholarly’ format prescribed by the teacher; the product must include - - [W.9.2.4]</p> <ul style="list-style-type: none"> (a) open-ended research questions, modified during the inquiry to narrow the focus and/or extend the investigation into different or additional directions [Rs.9.1] (b) information from multiple <u>valid</u> primary and secondary sources* (i.e., <i>appropriate</i> to audience, purpose, and context; <i>useful</i> re: accuracy, relevance, timely publication date; <i>viable</i> re: authoritative, informed, complete in range and depth of coverage; <i>objective</i> re: unbiased) [Rs.9.2; Rs.9.3] (c) important information compiled and organized to support the central ideas, concepts, and themes of the topic, including - - <ul style="list-style-type: none"> (1) an appropriate structural pattern (e.g., cause-effect, compare-contrast, chronological sequence, problem-solution, etc.) (2) numerical and statistical data displayed in appropriate charts, tables, graphs, and diagrams [Rs.9.4] (d) quotations and citations integrated into the written text, maintaining the flow of ideas [Rs.9.5] (e) adherence to style guidelines for the written and oral presentation, including the appropriate format for acknowledging sources used [Rs.9.6] (f) the Processes and Conventions set forth in the Writing Rubric (g) a presentation using a variety of communication techniques (oral, visual, written, and multi-media) to support a clear position about the topic or research question and to provide an appropriate balance between <u>researched</u> information and <u>original</u> ideas [Rs.9.7; C.9.8] <p style="text-align: right;">{7-10 Rsrch; Bmk B; Rdg. HSGQE #12}</p> <p>* primary sources: diaries, observations, surveys, interviews, manuscripts, historic documents such as the Declaration of Independence, treaties, etc.</p> <p>* secondary sources: traditional reference books, trade books, textbooks, etc., both print and electronic (CD-ROMs, the Internet, etc.)</p>
□ □ □ □		<p>[Persuasive]</p> <p>46. Write persuasive compositions that establish and develop a controlling idea or argument; support arguments with detailed evidence, facts, and/or survey results; exclude irrelevant information; and cite external sources of information used. [W.8.2.5] [W.9.2.5]</p>
<p>C. WRITING CONVENTIONS *designates lists or definitions accompanying the Language Arts Curriculum</p>		
<p>Spelling</p>		
□ □ □ □		<p>24. Use appropriate spelling conventions in written compositions. [W.8.3.1] [W.9.3.1] [W.10.3.1] [W.11.3.1] [W.12.3.1]</p>
<p>Punctuation</p>		
□ □ □ □		<p>34. Punctuate written compositions with end-points, commas, apostrophes, colons, semi-colons, hyphens, dashes, parentheses, brackets, etc. [W.7.3.2] [W.8.3.2] [W.9.3.2] [W.10.3.2] [W.11.3.2] [W.12.3.2]</p>
<p>Capitalization</p>		
□ □ □ □		<p>38. Capitalize proper nouns in written compositions. [W.3.3.10] [W.4.3.6] [W.5.3.5] [W.6.3.4] [W.7.3.4] [W.8.3.2] [W.9.3.2] [W.10.3.2] [W.11.3.2] [W.12.3.2]</p>
<p>Grammar and Usage</p>		
□ □ □ □		<p>[Nouns]</p> <p>43. Use regular, irregular, plural, and possessive nouns in written compositions. [W.6.3.5] [W.7.3.5] [W.8.3.3] [NS for Grade 9] [NS for Grade 10] [W.11.3.3] [W.12.3.3]</p>
□ □ □ □		<p>[Modifiers]</p> <p>47. Use proper placement of modifiers. [W.8.3.6] [W.9.3.5] [W.10.3.5] [W.11.3.3] [W.12.3.3]</p>

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□ □ □ □		[Subject-Verb Agreement] 49. Use subjects and verbs that are in agreement with collective nouns, indefinite pronouns, compound subjects, and prepositional phrases in written compositions. [W.6.3.8] [W.7.3.7] [W.8.3.4] [W.9.3.3] [W.10.3.3] [W.11.3.3] [W.12.3.3]
□ □ □ □		[Verbs] 53. Use appropriate verb forms (past, present, future; transitive, intransitive, linking, and irregular verbs; and active and passive voice) to enrich written compositions. [W.6.3.6] [W.7.3.5] [W.8.3.7] [W.9.3.6] [W.10.3.4] [W.11.3.3] [W.12.3.3]
□ □ □ □		[Nouns-Pronouns] 57. Use nouns (antecedents) and pronouns that are in agreement (i.e., <u>personal</u> – I, you, he, she, etc.; <u>possessive</u> – my, your, hers, his, etc.; <u>objective</u> – me, us, it, etc.; <u>nominative</u> – I, you, he, she, etc.; <u>indefinite</u> – all, everyone, few, much, etc.; and <u>relative</u> – that, which, who, whom, etc.) to enrich written compositions. [W.6.3.7] [W.7.3.5] [W.8.3.3] [NS for Grade 9, 10] [W.11.3.3] [W.12.3.3]
□ □ □ □		[“Sticklers”] 61. Correct common usage errors in written compositions (e.g., affect-effect; among/between; accept/except). [W.6.3.5] [W.7.3.5] [W.8.3.3] [NS for Gr. 9, 10] [W.11.3.3] [W.12.3.3]
□ □ □ □		62. Use gerund, infinitive, and participial phrases in written products and place the modifiers appropriately in written compositions. [W.8.3.4; W.8.3.6] [W.9.3.3; W.9.3.5] [W.10.3.3; W.10.3.5] [W.11.3.3] [W.12.3.3]
□ □ □ □		63. Use parallel structure to present items in a series and items juxtaposed for emphasis in written compositions. [W.8.3.5] [W.9.3.4] [W.10.3.4] [W.11.3.3] [W.12.3.3]
III. RESEARCH		
□ □ □ □		Grade 9 merged Research with Writing Applications and Communication; individual standards will appear on <i>Curriculum Map</i> [Rs.9.1 – 9.7] [C.9.8] [W.9.2.4]
IV. COMMUNICATION		
A. Listening		
□ □ □ □		18. Listen to/view an oral or media presentation; document the following: <ul style="list-style-type: none"> (a) identify the clarity (or lack thereof) in major idea(s), supportive/illustrative points, overall purpose, specific tonal/attitudinal qualities representing “viewpoint” [C.9.1] (b) identify the organizational pattern of essential information (e.g., compare-contrast, problem-solution, listing of detail, cause-effect, etc.) [C.9.1] (c) note ‘cues’ such as change in pace, tone, volume, body language [C.9.1] (d) identify the type of argument used (e.g., authority, ‘history,’ appeal to emotion, patriotism, etc.) [C.9.2] (e) determine the speaker’s credibility by noting hidden agendas, slanted or biased materials, limited experience, and/or research, and fallacies of reasoning (e.g., over-generalizations, testimonials, etc.) [C.9.3] (f) identify the speaker’s choice of language and delivery styles; (e.g., repetition of a key phrase or image, appeal to emotion or patriotism, eye contact and body language, etc.). [C.9.4]
B. Speaking Skills and Strategies		
□ □ □ □		[Vocal Qualities/Body Language] 1. Speak clearly and understandably using developmentally appropriate enunciation and articulation. [C.K.4] [C.1.4] [NS for Grade 2] [C.3.6] [C.4.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.10.6] [C.11.6] [C.12.6]
□ □ □ □		2. Use effective developmentally appropriate body language; i.e., <ul style="list-style-type: none"> (a) sit or stand to face listener(s) (b) maintain eye contact (c) avoid distracting mannerisms (d) use gestures for emphasis [NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]

Grading Period	Difficulty Level	Performance Indicator
□ □ □ □		3. Use effective volume, tempo, phrasing, pauses, and intonation to maintain listener interest and impact listener response through vocal emphasis or stress on important details or ideas. [NS for Grade 1] [C.2.7] [C.3.6] [C.4.6] [C.5.6] [C.6.6] [C.7.6] [C.8.6] [C.9.6] [C.10.6] [C.11.6] [C.12.6]
□ □ □ □		[Language] 4. Demonstrate developmentally appropriate command of the English language (grammatical, usage conventions). [C.2.5] [C.3.4] [C.4.4] [C.5.5] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]
□ □ □ □		5. Use diction and language relevant to the topic and purpose of the presentation and appropriate to the audience. [C.2.6] [C.3.5] [C.4.5] [C.5.6] [C.6.5] [C.7.5] [C.8.5] [C.9.5] [C.10.5] [C.11.5] [C.12.5]
□ □ □ □		[Content] 6. Adjust speaking content (ideas, language, organization, etc.) as per listener reaction and/or context of the presentation. [C.3.7] [C.4.7] [C.5.7] [C.6.7]
□ □ □ □		[Visual Aids] 7. Use visual aids, props, or media to enhance oral presentation. [NS for Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]
C. Speaking Applications		
□ □ □ □		[Extemporaneous/Informal] 8. Deliver an extemporaneous presentation that <u>describes</u> an event, object, person, a personal experience; include sensory images to fully, vividly describe the ‘subject,’ present the information in logical order, include a compelling introduction and a summary conclusion, and follow the other guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]
□ □ □ □		[Formal Descriptive] 11. Deliver formal <u>descriptive</u> presentations recalling a memorable event or personal experience; convey relevant information, specific descriptive details, and follow the guidelines set forth in the Listening/Speaking Rubric. [C.5.9] [C.6.9] [C.7.9] [C.8.9] [C.9.9] [C.10.9] [C.11.9] [C.12.9]
□ □ □ □		[Formal Informational] Grade 9 merged formal informational presentation with Writing Applications and Research; in individual standards will appear in <i>Curriculum Maps</i> [W.9.2.4] [Rs.9.1 – Rs.9.7] [C.9.8]
□ □ □ □		[Persuasive] 15. Deliver persuasive presentations that: <ul style="list-style-type: none"> (a) establish and develop a logical and controlled argument (b) include relevant evidence, differentiating between evidence and opinion to support position (c) use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, and reason (d) use appropriate organizational structure (i.e., cause-effect, compare-contrast, problem-solution) (e) use speaking techniques (e.g., reasoning, emotional appeal, case studies, or analogies) [C.9.10] [C.10.10] [C.11.10] [C.12.10]