

English / Language Arts

Ninth & Tenth Grades

In the ninth and tenth grades, students continue to apply the knowledge and skills acquired in the earlier grades but in more refined and sophisticated ways. In some cases curriculum addresses new goals, such as mastering appropriate interviewing techniques. Regardless, emphasis continues to be centered on analyzing literature in greater depth, analyzing career-related and other informational discourse, completing more complex writing assignments, and giving more extensive oral presentations. The strands to be emphasized at the ninth-grade and tenth-grade levels are listed in the adjacent column under the appropriate domains.

Curriculum Outline

Below are the Montana content standards for the English / Language Arts and the local Ronan School District #30 standards that further explain the goals of our program:

MONTANA STANDARDS FOR READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There is a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information. Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Montana Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.

Montana Standard 2—Students apply a range of skills and strategies to read.

Montana Standard 3—Students set goals, monitor, and evaluate their progress in reading.

Montana Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.

Montana Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

MONTANA STANDARDS FOR LITERATURE

Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.

Montana Standard 1—Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

Montana Standard 2—Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

Montana Standard 3—Students reflect upon their literary experiences and purposefully select from a range of works.

Montana Standard 4—Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

Montana Standard 5—Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Expository Critique

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Literary Criticism

- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders will be used.

MONTANA STANDARDS FOR WRITING

The standards set in this document represent what research and experience have described as important in the process of writing. Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writers use a range of skills and strategies in the process of writing to communicate with diverse audiences and for diverse purposes. Writing proficiency enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.

Montana Standard 1—Students write clearly and effectively.

Montana Standard 2—Students apply a range of skills and strategies in the writing process.

Montana Standard 3—Students evaluate and reflect on their growth as writers.

Montana Standard 4—Students write for a variety of purposes and audiences.

Montana Standard 5—Students recognize the structures of various forms and apply these characteristics to their own writing.

Montana Standard 6—Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.1 Write biographical or autobiographical narratives or short stories:
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.4 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.

- 2.5 Write business letters:
- Provide clear and purposeful information and address the intended audience appropriately.
 - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - Highlight central ideas or images.
 - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- Report information and convey ideas logically and correctly.
 - Offer detailed and accurate specifications.
 - Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - Anticipate readers' problems, mistakes, and misunderstandings.

1.0 Written and Oral English Language Conventions

The curriculum for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

MONTANA STANDARDS FOR SPEAKING AND LISTENING

Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but critical. It is the responsibility of education to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction. The National Communication Association defines speaking as "the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language" while listening is "the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages."

Montana Standard 1—Students demonstrate knowledge and understanding of the communication process.

Montana Standard 2—Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.

Montana Standard 3—Students apply a range of skills and strategies to speaking and listening.

Montana Standard 4—Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

MONTANA STANDARDS FOR MEDIA LITERACY

We have long understood the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society.

Montana Standard 1—Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.

Montana Standard 2—Students distinguish among and use appropriate types of media for a variety of purposes.

Montana Standard 3—Students apply knowledge, skills and strategies to design and create media messages.

Montana Standard 4—Students identify, analyze and evaluate the impacts of media on individuals and societies.

1.0 Speaking, Listening, and Media Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King, Jr.’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare’s *Henry V* with Kenneth Branagh’s 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

- 2.1. Deliver narrative presentations:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - d. Pace the presentation of actions to accommodate time or mood changes.
- 2.2 Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener’s potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.3 Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.

- c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
- 2.4 Deliver oral responses to literature:
- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
- a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Anticipate and address the listener's concerns and counterarguments.
- 2.6 Deliver descriptive presentations:
- a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Below is a narrative that describes and elaborates best practices research in English Language Arts and is the standard to which we strive.

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Applying etymological and morphological knowledge to word meanings continues to be emphasized, particularly words derived from Greek, Roman, and Norse mythology. Students also distinguish between the denotative and connotative meanings of words and learn about the power of connotative meanings. Instruction in word derivation should take place throughout the year as a relatively small part of several lessons. In addition, all work in vocabulary study should be reviewed cumulatively and periodically throughout the year. New vocabulary—especially when it represents new conceptual knowledge—is rarely acquired without such review. Often, students at this level may study word derivations independently, but their work should be closely monitored by the teacher. Because the standards for the ninth and tenth grades emphasize Greek, Roman, and Norse mythology as sources for word derivations, some reading assignments should involve those topics.

Reading

Reading Comprehension

Comprehension and analysis of informational materials have not been focused on in language arts instruction at the high school level. Instead, emphasis has traditionally been placed on the study of literary works. Although anthologies of literature now provide many nonfiction selections (and suggested learning activities to accompany the selections), teachers may need to expand classroom collections of expository readings of various lengths. In addition, effective strategies for studying expository texts vary somewhat from the strategies used for narrative texts (fiction and biography). For example, students need to recognize the structural features and organization unique to nonnarrative texts, such as the use of headings and subheadings. Much of the expository reading done in high school is taken from textbooks and related academic readings assigned in classes other than English class. Therefore, teachers in all disciplines should share responsibility for student achievement in this area.

Students are expected to develop critical-thinking skills appropriate in all academic areas, such as:

- Synthesizing the content and ideas from several sources focused on a single issue or written by a single author
- Producing evidence of comprehension by paraphrasing ideas and connecting them to other sources and to related topics
- Extending ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration

In the ninth and tenth grades, the structural features of workplace documents (e.g., business letters, memos, minutes, and procedural manuals) receive primary attention in contrast to the focus on consumer materials in the eighth grade. In addition, students are required to demonstrate their ability to follow the types of sophisticated technical directions found in advanced software programs or Internet resources. Students are likely to experience difficulties with technology guides because the terminology is unclear or the material is not well written or user-friendly. Instruction should help students identify the reasons for technological material to be difficult to follow. Moreover, the instruction should tie into students' own expository writing.

Students in the ninth and tenth grades are required to produce bibliographies of reference materials, using a variety of documents. Students preparing research reports in high school most frequently use the works-cited model (including only reference sources quoted or otherwise referred to in the student work) rather than the more extensive bibliography (including all materials used for background and research). Within the text students more frequently use a parenthetical model (author-date) rather than endnotes or footnotes. For students to understand and appreciate the function of reference citations, they should consider the types of problems researchers would have if one or more elements were missing from a citation or reference. Acceptable formats for presenting this information include the guidelines published by the Modern Language Association and by the American Psychological Association. Whichever is selected, it should be used meticulously and consistently throughout the document.

Reading

Literary Response and Analysis

The literary response and analysis strand is an area of comfort and expertise for English teachers at the high school level. Indeed, the opportunity to share literary works with students is a common motivating force in a person's decision to become a high school English teacher. Typically, novels are the core texts for literary analysis in high school and are supplemented with short stories, essays, and poetry. Teachers should note that current anthologies of literature are much more than compilations of short stories and poems and offer a wealth of instructional strategies and activities, many of which integrate several language arts standards. To meet the demanding requirements dictated by those standards, teachers must ensure that many student assignments and activities serve more than a single purpose in the curriculum.

In reading literary pieces, students in the ninth and tenth grades should analyze such elements as the following:

- Character, interactions among characters, and interactions between characters and plot
- Time and sequence (e.g., foreshadowing and flashbacks)
- Comparison of universal themes in several works
- Literary elements, such as figurative language, allegory, and symbolism
- Ambiguities, contradictions, and ironies in the text
- Voice or persona (point of view)

Although the elements of literature at this level are fundamental and have been targeted in the earlier grades, many are sophisticated concepts that require explicit instruction in strategies before mastery can be achieved. For instance, figurative language holds a cluster of challenging concepts. The goal here for students is not simply to define literary elements but to understand them in depth as an aid to reading and creating expressive discourse of their own. As a scaffolding technique, students should be prompted to look for very specific elements in reading. (*Example*: “Look for the metaphor in which something is compared to birds. Also, look at the imagery the narrator uses to describe her garden.”)

By the end of high school, students are expected to be familiar with the purposes and characteristics of the major genres of literature. These standards identify the grade-level focus as follows: grade seven—prose; grade eight—poetry; grades nine and ten—drama; and grades eleven and twelve—subgenres that span genres, such as satire.

One feature of this standard takes place largely outside the classroom. Students in the ninth and tenth grades are expected to read independently about one and one-half million words annually. (One million words are expected to be read annually by the end of the eighth grade and two

million words annually by the end of the twelfth grade.) For the grade-level reader, two million words translate to about 11 pages per day or one 335-page book each month.

Although instructional formats and strategies used for outside reading have much in common for formats and strategies used in teaching core literature works, there are significant differences. The students' choices are more important in outside reading and may result in less diverse selections because young readers typically choose to focus on a single author, topic, or genre for a period of time.

Reading should not be limited to works of fiction or nonfiction but should include magazines, especially those of special interest to the students; newspapers; and online sources. A variety of methods are available to assess reading done outside the classroom, including student-maintained reading logs and book reports in various formats. In relation to the standard, the instructional focus should be placed on the reading itself rather than on the final report on the reading. Independent reading significantly improves a student's reading comprehension and vocabulary and increases familiarity with models of good writing and conventions of writing and spelling. It also serves an important affective purpose; that is, to develop a lifelong appreciation for reading for pleasure and information. Recent research indicates that the volume of reading also affects general cognitive development.

Writing

Writing Strategies

At this level writing extends the emphasis in earlier grades on establishing a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. Coherence can be a difficult concept for many students. On occasion students should work cooperatively in revising for coherence, using scaffolded think sheets as guides for helping one another obtain useful feedback and revise text. They are likely to need continuing assistance in developing themes that are clear and neither too broad nor too narrow for their targeted document's purpose and length. This standard also includes requirements in research and technology.

Students in the ninth and tenth grades should be competent in:

- Using clear, nontrivial research questions and suitable research methodology from primary and secondary sources
- Synthesizing information from multiple sources to support the thesis
- Identifying complexities, discrepancies, and differing perspectives in the researched information
- Embedding quotations and citations skillfully and using bibliographic conventions appropriately

Students are also expected to use advanced publishing software to create final documents. Ready access to technology hardware, software, and Internet-based resources is a prerequisite to student proficiency in this area. As with reading for information, responsibility for instruction in research and technology skills in high school might be shared with teachers of other disciplines that require such skills.

Writing

Writing Applications

This standard identifies the kinds of writing that students in the ninth and tenth grades are expected to produce.

These writing assignments allow students to apply the general strategies of organization and focus, revision, and research methodology described in the standard.

The specific genres or text structures practiced in the eighth grade continue in the ninth and tenth grades, with increasing sophistication and length. When appropriate, student texts should be 1,500 words in length (about five to six pages, typed and double-spaced).

The most important considerations for teaching students to write various text structures are:

1. Interrelating different standards that all address the same text structure
2. Providing models of each text structure, including examples of student writing
3. Identifying the critical elements of each text structure for students
4. Providing instructional opportunities to learn about writing for a variety of purposes and helping students achieve a sense of audience

Written and Oral English-Language Conventions

Conventions emphasized at this level include:

- Sentence and paragraph structure: main and subordinate clauses, phrases, parallel structure, consistency of verb tenses, placement of modifiers
- Punctuation: semicolons, colons, ellipses, hyphens
- Grammar and usage, diction, syntax
- Correct spelling
- Manuscript conventions: title page, pagination, spacing and margins
- Appropriate citations for source and support material

These standards are mostly the continuation of standards from earlier grade levels. Some students will need explicit remedial instruction for some standards that were previously introduced but not mastered. The use of individualized instructional software is one way in which teachers can efficiently address individual student deficits.

Many students will need help with some aspect of the conventions standards.

Although certain standards should require very little instruction (e.g., manuscript conventions), some usage topics will most likely plague many students (e.g., whether to use *affect* or *effect*; case of pronouns).

Listening and Speaking

Listening and Speaking Strategies

Generally, these standards fall into two categories, delivering oral communications and analyzing oral and media communications

Delivering Oral Communications

- Apply standard structural elements of expressive discourse.
- Use various visual aids and electronic media.
- Use devices of oral rhetoric (intonation, gestures, eye contact).
- Produce concise notes for extemporaneous oral presentations.

Analyzing Oral and Media Presentations

- Compare how different media cover the same event.
- Compare significant historical speeches and the rhetorical devices used.
- Analyze structural elements of oral and media presentations.
- Analyze rhetorical elements.
- Analyze orally presented arguments.

- Evaluate the aesthetic effects and techniques of media presentations.

The basic structural elements of oral presentations overlap significantly with written expression: logical patterns of organization, techniques for developing introductions and conclusions, development of a clear thesis, and so on. For that reason instruction should be made efficient by addressing the structural elements in conjunction with oral and written expression.

Students can present orally the compositions they have written, giving them an opportunity to focus on the types of rhetorical elements unique to speech. So that students can be assisted in analyzing oral and media presentations, they should first be taught the basic structures of such presentations through the use of models and formal instruction. They are thereby equipped with the tools they need for their own analyses. For example, students might first read a script for a situation comedy and then watch other comedies, evaluating the extent to which basic elements recur and identifying the elements of tone, timing, and delivery that contribute to creating humor.

Listening and Speaking

Speaking Applications

Students are required to deliver presentations of the following types: narrative (autobiographical or fictional); expository (research); oral responses to literature; argument or persuasion; and descriptive.

Most of the genres in the curriculum for oral presentations are also targets of curriculum at other levels and within other domains. Such strongly related standards at this level should be taught in conjunction with one another. Some oral presentations should be carefully prepared and rehearsed; others should be extemporaneous.

Students in the ninth and tenth grades are also required to apply appropriate interviewing techniques. This skill is useful in information gathering, such as interviewing a Vietnam veteran about wartime experiences, and also relates directly to students' future career and job opportunities. Students should be provided with background scenarios for interviews and then can work on interview techniques in cooperative learning groups. Interviews are good examples of activities that combine listening and speaking skills.

Text structures and skills in listening and reading are connected in the same way in which speaking and writing are connected. Just as reading comprehension is more than decoding and pronunciation, listening is more than simply hearing spoken words. Students in the ninth and tenth grades are expected to analyze and evaluate a speaker's arguments and tone and the techniques used to create them. The use of comparison and contrast is an effective instructional strategy to help students note the key features in oral presentations. For example, students might compare and contrast Lincoln's "Gettysburg Address" and Martin Luther King's "I Have a Dream" or Shakespeare's *Henry V* and Kenneth Branagh's 1990 film version of that play. Students are also required to evaluate the clarity, quality, and effectiveness of live speakers (including their peers) and of media presentations.

Develop vocabulary systematically, applying etymology and morphology, with particular emphasis being given to the contributions of Greek, Roman, and Norse mythology to English vocabulary.

Beginning in the fourth grade, standards have emphasized the use of internal etymological and morphological cues as well as external context cues. Therefore, students should be very familiar

with contributions that morphological and etymological cues can make to vocabulary development.

Instructional Objective Instructional Design

Prerequisite standards. Seventh-Grade Word Analysis, Fluency, and Systematic Vocabulary Development Standards.

- 1: Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 2: Clarify word meanings through the use of definition, example, restatement, or contrast.

Corequisite standard. Ninth-Grade and Tenth-Grade Word Analysis, Fluency, and Systematic Vocabulary Development Standard: Identify and use the literal and figurative meanings of words and understand word derivations.

In the ninth and tenth grades, that emphasis extends to analyzing words according to etymology and morphology, specifically to the contributions of Greek, Roman, and Norse mythology to the English language. Such an analysis should include comparing literal etymological meanings with meanings currently in use. Words (e.g., roots) selected for initial instruction can lead to many other words, all of which contain that meaning (e.g., *solar*, *solstice*, *solarium*).

Other useful roots can then be introduced (e.g., *fortune*, a word derived from Fortuna, Roman goddess of luck and vengeance; or *cloth*, derived from one of the three sisters of fate in Greek mythology, Clotho, who spun the thread of life in her spindle). Words derived from mythology are often based on proper names, such as Narcissus as the basis for *narcissistic*. Students can study this category of word derivation beyond mythology as well. For instance, the word *maverick* is derived from the name of a Texas cattle rancher (Samuel A. Maverick), who did not brand his calves. Many tools are available to students for working independently and successfully on morphological and etymological word derivations. Textbooks should supply the fundamentals for the study of derivations and effective activities for independent application. Several trade books found in the reference section of most bookstores also address the vocabulary and conceptual development standards well (e.g., books on word origins, morphemically based vocabulary books, dictionaries). Many of the tools are also available through the Internet.

Throughout the year teachers, by themselves or with the aid of textbooks, should briefly review the fundamentals of instruction in derivations and particularly useful affixes and roots.

Assessment

1. *Entry-Level Assessment for Instructional Planning.* Students can be tested on their knowledge of high-frequency prefixes, suffixes, and some nonword bases. Tasks should include (a) asking students the meanings of some of the morphological elements; and (b) giving students some meanings and asking them to identify parts that correspond. Students should also be evaluated on their ability to break a word into its component parts.
2. *Monitoring Student Progress Toward the Instructional Objective.* The most important characteristic of monitoring student progress in areas such as vocabulary (and oral and written language conventions) is *cumulative* monitoring; that is, checking periodically to determine whether students have retained the knowledge and skill learned throughout the

- school year. If they have not, teachers should provide additional opportunities for study and review.
3. *Post-test Assessment Toward the Standard.* Students should demonstrate their ability to extract the meanings of unfamiliar words through internal morphological and etymological cues (as well as context cues). They should show their work by indicating which meanings of which word parts led them to their inferences of word meanings.

Meeting Students' Diverse Needs

1. *Students with Reading Difficulties or Disabilities.* Some students may require more instruction and practice than do others in extracting meanings. Support should be provided through scaffolded activities, explicit instruction, and peer assistance.
2. *Students Who Are Advanced Learners.* These students can be expected not only to work on systematic vocabulary development independently but also to conduct sophisticated analyses of words. (*Note:* The morphology and derivation of many words are not always clear. For example, linguistic experts are uncertain about the derivation and morphological makeup of the word *embarrassed*.) Advanced students can investigate such words and offer hypotheses regarding their derivation and makeup, citing evidence and sources to support those hypotheses. These students can also investigate esoteric derivations, such as the relationship between the Latin meaning of *port* and words such as *inopportune* and *porterhouse steak*. Applications involving sophisticated linguistic puzzles also offer challenges to highly motivated students.
3. *Students Who Are English Learners.* English learners often acquire the meaning of new words without being able to use them because they have not learned the grammatical rules governing usage and lack knowledge of the specific contexts in which the words are used. For instance, they may learn the meanings of such sophisticated words without having any idea how to use them in communication. Teachers should provide English learners with information concerning not only the origins of words but also the use of words. English learners need to be helped to use the words appropriately in sentences. English learners often have great difficulty in acquiring more basic academic words (such as *comprise*, *denote*, *signify*, *summarize*, and *mention*) than words of Greek, Latin, and Old Norse derivation. However, they benefit from instruction in the academic words, which appear in great number in middle school and high school textbooks. They also benefit from increased exposure to the words, opportunities to use them, and feedback as to usage.

Instructional materials should provide teachers with substantial means for teaching all the standards related to the more conventional language arts instruction: vocabulary, grammar and usage, spelling, capitalization, and punctuation. Students at this level will differ in their ability to use the conventions. Instructional materials should, therefore, be focused on independent activities that can be assigned as needed.