

## Language Arts Instructional Objectives

### ENGLISH 9

#### First Half of Semester

- I. Speaking and Listening
- II. Grammar
  - A. The phrase
  - B. The clause
  - C. The Sentence-base
- III. Short Story Skills
  - A. Analyzing solutions
  - B. Reading actively
  - C. Paraphrasing
  - D. Comparing and contrasting
  - E. Using context cues
  - F. Literary analysis
  - G. Essay writing
- IV. Short Story Literary Focus
  - A. Dilemma
  - B. Characterization
  - C. Point of view
  - D. Setting
  - E. Plot
  - F. Theme
  - G. Stereotypes
- V. Literary Analysis
  - A. Thesis statement
  - B. Utilize appropriate quotes
  - C. Explanation/reiteration of thesis
  - D. Types of essays; narrative; expository; descriptive; persuasive
  - E. Compare/contrast
- VI. Poetry Skills
  - A. Simile
  - B. Metaphor
  - C. Reading expressively
  - D. Interpreting personification
  - E. Identify repetition/refrain
  - F. Inferences
  - G. Narrative voice
  - H. Sensory words

I. Essay writing

VII. Poetic Literary Focus

- A. Narrative poetry
- B. Lyric poetry
- C. Figurative Language
- D. Symbolism
- E. Imagery
- F. Haiku
- G. Musical Devices
- H. Metaphor/Simile
- I. Alliteration
- J. Concrete poetry
- K. Limerick Poetry
- L. Sonnet
- M. Ballad
- N. Rhyme Scheme

**English Nine**  
Second Half of Semester

I. Drama Skills

- A. Predicting Outcomes
- B. Compare and Contrast
- C. Identifying Details
- D. Understanding setting
- E. Making Inferences
- F. Recognizing Dialect
- G. Essay Writing

II. Dramatic Literary Focus

- A. Soliloquy
- B. Monologue
- C. Allusion
- D. Dramatic Foil
- E. Inferences
- F. Personification

III. The Novel (Skills)

- A. Predicting Outcomes
- B. Identifying Details
- C. Setting
- D. Recognizing Dialect
- E. Completing Analogies
- F. Recognizing Context Cues
- G. Sequencing
- H. Essay Writing

IV. The Novel: Literary Focus

- A. Sequencing
- B. Climax
- C. Rising Action
- D. Falling Action
- E. Exposition
- F. Resolution
- G. Denouement

V. Non-Fiction Skills

- A. Arranging details in spatial order
- B. Using vivid language

- C. Recognizing emotive Language
- D. Outlining
- E. Essay Writing

VI. Non-Fiction Literary Focus

- A. Types of essays
- B. Narrative essays
- C. Expository essays
- D. Persuasive essays
- E. Descriptive essays
- F. Compare and Contrast essays

VII. Letter Writing

- A. Writing business letter (ongoing)
- B. Writing personal letter (ongoing)

VIII. Journal Writing (Vocabulary development-ongoing)

IX. Research Paper (format and requirements)

## Grade Nine

**Speaking and Listening:** Students will deliver oral presentations that will use traditional rhetorical strategies of narration, persuasion, description, and demonstrate a command of standard English.

### By the end of ninth grade the student will:

1. Present and critique dramatic readings of literary selections. VIS#4, 5
2. Choose literary forms for presentation, such as poems, monologues, scenes from plays, or stories. VIS#4
3. Adapt presentation techniques to fit literary form. VIS#4, 5
4. Use verbal and nonverbal techniques for presentation. VIS#4, 5
5. Evaluate impact of presentation. VIS#4, 5
6. Plan and execute oral presentations that include definitions to increase clarity and present concise details to support main ideas. VIS#4, 5
7. Illustrate main ideas through anecdotes and examples, make impromptu responses to questions about presentations, and cite information sources. VIS#4, 5
8. Present and support a clear thesis statement and choose appropriate types of proofs (statistics, testimonies, specific instances) that meet standard tests for evidence credibility, validity, and relevance. VIS#4,5
9. Use props, visual aids, and electronic media to enhance presentations. VIS#4,5
10. Produce concise notes for extemporaneous delivery. VIS#4, 5
11. Analyze interests of the audience choosing effective verbal and nonverbal strategies for presentations (voice, gestures, eye contact). VIS#4, 5
12. Deliver narrative presentations (autobiographical fiction) that:
  - a. narrate a sequence of events and mood that communicates their significance to the audience
  - b. locate scenes and incidents in specific places
  - c. develop the narrative element with concrete sensory details and language and effectively pace the presentation of and action to accommodate time and mood.VIS # 4,5

**Reading/Literature:** Students will read and respond to different levels of writing. Students will focus on traditional and contemporary literature to which they will explicate, analyze, and evaluate. By grade twelve, students will be able to relate literary themes to contemporary literature.

1. Read and analyze a variety of literatures. VIS#1, 3, 5
2. Identify the characteristics that distinguish literary forms. VIS#1, 3, 5
3. Use literary terms in describing and analyzing selections (setting, theme, point of view, etc). VIS#1, 3, 5
4. Explain the relationship between elements of literature: character, plot, setting, tone, point of view, and theme. VIS#1, 3, 5
5. Explain the relationship between the author's style and the reader's perception.  
+VIS#1,3,5
6. Explain the influence of historical context on the form, style, and point of view of a written work. VIS#1, 3, 5
7. Apply such context clues as definition, restatement, example, comparison, contrast, and cause and effect to discern word meaning. VIS#1, 3, 5
8. Generate relevant and reachable questions about readings. VIS#1, 3, 5
9. Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. VIS#1, 3, 5
10. Critique and evaluate the credibility of evidence presented in professional journals, editorials, and political speeches. VIS#1, 3, 5
12. Compare the relationship between expressed purposes and characteristics of forms of dramatic literature (comedy, tragedy, drama, and dramatic monologue). VIS#1,3,5
13. Read and analyze a variety of print materials that identifies a hypothesis to be confirmed, disproved, or modified. VIS#1, 3, 5
14. Evaluate the clarity and accuracy of information. VIS#1, 3, 5
15. Coordinate information from sources and apply it in written and oral presentations. VIS#1, 3, 5
16. Identify the questions not answered by selected text. VIS#1, 3, 5
17. Read dramatic selections that identify the two basic parts of drama. VIS#1,3,5

18. Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays. VIS#1, 3, 5

19. Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme. VIS#1, 3, 5

**Writing:** Students will write narrative, expository, persuasive, and descriptive texts, demanding command of standard English. Students will write a well-organized research paper demonstrating the writing process.

1. Develop narrative, literary, expository, and technical writings to inform, explain, analyze, or entertain. VIS#4

2. Plan and organize writing. VIS#4

3. Communicate clearly the purpose of the writing. VIS#4

4. Use specific vocabulary and information. VIS#4

5. Arrange paragraphs into a logical progression. VIS#4

6. Revise writing for clarity. VIS#4

7. Edit final copies for correct use of language, spelling, punctuation, and capitalization. VIS#4

8. Write narratives (autobiographies, biographies, and short stories) that:  
a. narrate a sequence of events and communicate their significance to the audience  
b. locate scenes and incidents  
c. develop narrative elements using concrete sensory details and language. VIS#4

9. Write expository texts that: define, inform, and explain. Include analytical essays and research papers that support a thesis statement. VIS#4

10. Write persuasive cause and effect texts that:  
a. evaluate, interpret, and speculate about a problem/solution  
b. structure ideas in a sustained and logical fashion; clarify and defend position with precise and relevant evidence  
c. present facts, expert opinions, quotations, and logical reasoning. VIS#4

11. Write descriptions that:  
a. provide a clear perspective on the object being described  
b. clearly establish speaker's relationship to the object  
c. make appropriate use of factual descriptions. VIS#4

12. Make effective use of appearance, concrete images, shifting perspectives, vantage points, and sensory details. VIS#4

### **Grammar Prerequisites**

- ❑ Subjects and Predicates
- ❑ Compound Subjects
- ❑ Compound Verbs
- ❑ Diagramming Subjects and Verbs

#### Parts of Speech:

- ❑ The Noun:
  - Common, Proper, and Compound
- ❑ The Pronoun:
  - Subjective, objective, possessive, relative, reflexive, and antecedents
- ❑ The Adjective:
  - Common Adjectives
  - Proper Adjectives
- ❑ Diagramming Nouns and Adjectives
- ❑ The Verb:
  - Action, linking, and helping
- ❑ Diagramming Verbs and Adverbs
- ❑ The Preposition
- ❑ The Conjunction
- ❑ The Interjection

**Grammar:** Students will demonstrate the standard use of grammar in writing and speaking. Students will proofread and edit for errors in grammar and usage to create a polished final copy.

1. Identify and correctly use parts of speech; mechanics (comma, dash, single and double quotations, parenthesis); usage (subject/verb agreement); sentence structure (parallel structure, properly placed modifiers, types of and kinds of sentence). VIS#3
2. Identify and utilize prepositional phrases, adjective phrases, adverbial phrases, participial phrases and verbals: participles, gerunds, and infinitives.
3. Identify and utilize independent clauses, subordinate clauses, adjective clauses, and relative pronouns. VIS#3
4. Identify and utilize direct and indirect objects and subject complements. VIS#3
5. Develop and use simple, compound, and complex sentences in writing. VIS#3

**Research/Technology:** Students will use on-line sources to retrieve data and other technology to create a document in standard manual script style.

1. Credit the sources of both quoted and paraphrased ideas. VIS#3, 5
2. Define the meaning of and state the consequences of plagiarism. VIS#3, 5
3. Distinguish one's own ideas from information collated or discovered by others. VIS#3,5
4. Use Modern Language Association (MLA) or American Psychological Association (APA) style documentation. VIS#3, 5
5. Use electronic database to access information. VIS#3, 5
6. Utilize Internet web sites, libraries, journals, and newspapers. VIS#3, 5
7. Formulate a logically written 5-10 page document. VIS#3, 5
8. Utilize appropriate manuscript requirements: title page, spacing, margin, and integrated quotes. VIS#3, 5

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**English  
Instructional Objectives  
For  
Grades 9-12**

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**Rationale:**

The 9<sup>th</sup> through 12<sup>th</sup> grade Language Arts Instructional Objectives are formulated to assist in the development of challenging instructional guidance and will assist language arts teachers in being creative. In accordance with the national and state required standards, this document will afford our teachers the opportunity to be effective and efficient. Because of this, the students will be productive citizens who are able to communicate on all levels and in all settings appropriate for the 21<sup>st</sup> century.