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Statement of Purpose

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Intended Learning Outcomes

Ninth Grade English Language Arts

**Vocabulary**

* Students will define the meaning of unknown words by using context clues and the author’s use of comparison, contrast, and cause and effect.
* Students will analyze the relationships of pairs of words using synonyms and antonyms and connotation and denotation and infer meanings from these relationships.
* Students will infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors and similes.
* Students will examine the ways that different events-historical, cultural, political, social, technological and scientific- impact and change the English language
* Students will use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to analyze the meanings of words.
* Students will determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology, and text features, such as footnotes or sidebars.

**Reading**

* Students will identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
* Students will examine and critique the treatment, scope and organization of ideas from multiple sources on the same topic.
* Students will analyze an author’s implicit and explicit argument, perspective or point of view in text.
* Students will analyze the author’s development of key points to support argument or point of view.
* Students will identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
* Students will analyze the influence of setting in relation to other literary elements.
* Students will identify ways in which authors use conflict, parallel plots and subplots in literary texts.
* Students will evaluate the point of view used in a literary text.
* Students will interpret universal themes across different works by the same author and different authors.
* Students will analyze how an author’s choice of genre affects the expression of a theme or topic.
* Students will explain how foreshadowing and flashback are used to shape plot in a literary text.
* Students will define and identify types of irony, including verbal, situational and dramatic, used in literary texts.
* Students will analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.
* Students will explain how authors use symbols to create broader meanings.
* Students will identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.

**Writing**

* Students will generate writing ideas through discussions with others, from printed and teacher generated writing prompts material.
* Students will apply appropriate pre-writing tasks-background reading, brainstorming, outlining-to plan and prepare writing
* Students will develop a clear topic sentence for paragraph writing.
* Students will determine a purpose and audience and plan strategies-adapting focus, content structure and point of view-to address purpose and audience.
* Students will use a variety of sentence structures and lengths.
* Students will use precise language, action verbs, sensory details, modifiers and style as appropriate to audience and purpose.
* Students will reread, analyze and edit clarity of writing, consistency of point of view and effectiveness of organizational structure.
* Students will add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
* Students will rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
* Students will proofread writing, edit to improve conventions-grammar, spelling, punctuation and capitalization-identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

**Grammar**

* Students will understand what nouns are and identify them in sentences.
* Students will understand what personal and possessive pronouns are and identify them in sentences.
* Students will make pronouns and antecedents agree in number and gender.
* Students will understand how verbs-action, linking and helping-function and to identify them in sentences.
* Students will understand how adjectives function in writing and identify and use them in sentences.
* Students will understand how adverbs function in writing and identify and use them in sentences.
* Students will understand how prepositions function in writing and identify and use them in sentences.
* Students will recognize how conjunctions function in writing and identify and use them in sentences.
* Students will recognize how interjections function in writing and identify and use them in sentences.
* Students will recognize subject-verb agreement problems in sentences.

**Resource**

Ohio Department of Education. (2001). *Academic content standards k-12 english*

*language arts.* Columbus, OH.