Mrs. Beery’s

9th grade review sheet

1st semester exam

**First Semester Exam Schedule**

            Monday, December 19th

                  7:35  –    7:40         Normal Homeroom

                  7:45  –    9:15         First period class takes exam

                  9:25  –  10:55         Seventh period class takes exam

                11:05  –  12:35         Fourth period class takes exam

                                                Students with 4th period lunch or study hall dismissed. (These students must leave the building or report to their usual study hall or Wildcat Focus room).

                12:35                        All students dismissed and lunch served in cafeteria

                12:55                        Busses leave high school

            Tuesday, December 20th

                  7:35  –    7:40         Normal Homeroom

                  7:45  –    9:15         Second period class takes exam

                  9:25  –  10:55         Eighth period class takes exam

                11:05  –  12:35         Sixth period class takes exam

                                                Students with 6th period lunch or study hall dismissed. (These students must leave the building or report to their usual study hall room).

                12:35                        All students dismissed and lunch served in cafeteria

                12:55                        Busses leave high school

            Wednesday, December 21st

                  7:35  –    7:40         Normal Homeroom

                  7:45  –    9:15         Third period class takes exam

                  9:25  –  10:55         Fifth period class takes exam

                                                Students with 5th period lunch or study hall dismissed.  (These students must leave the building or report to their usual study hall room).

                10:55                        All students dismissed and lunch served in cafeteria

                11:15                        Busses leave high school

This review sheet highlights all of the learning indicators and skills you were supposed to master this semester. The exam will have some information we have covered in class, but it will also be filled with cold reads, readings you have not seen before. You will be asked to read these passages and answer questions about them. This will show that your skills have transferred to new information, hence, showing that you truly have mastered the skill in English class this year. In order to prepare for the exam please read through this list of questions and consider if you have mastered each skill. If you have not mastered these skills, go back and practice the skill, review your notes, finish reading the novel, review definitions and the toolboxes, practice analysis, extending and challenging a text, etc. We will spend the a few days before the exam on review. Please bring questions to class. These are all of the learning goals we covered this semester:

**9th Grade “I cans” by Quarter**

**QUARTER ONE: Where do you come from? What do you bring to the world?**

**Reading Standards for Informational Text**

Standard 1 (power standard/culture standard----highlighted in yellow)

* I can read closely and find answers explicitly in text and answers that require an inference
* I can thoroughly support both explicit and inferential questions by analyzing an author’s words and determining multiple pieces of textual evidence that strongly support those questions.

Standard 2

* I can determine how specific details in the text reveal and continually refine a central idea.
* I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

Standard 3

* I can determine the overall analysis, ideas, or events being conveyed by an author.
* I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.

Standard 4

* I can analyze how specific word choices build upon one another to create a cumulative impact on the technical meaning (i.e., technical meanings and purposes)

Standard 5

* I can analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author’s ideas or claims.

Standard 6

* I can determine an author’s point of view and explain his/her purpose for writing the text.

Standard 7

* I can identify and analyze various accounts of the same subject and determine which details are emphasized in each medium.

Standard 8

* I can recognize when an author introduces irrelevant evidence, false statements, and/or fallacious reasoning to his/her argument.

Standard 9

* I can identify seminal US documents that have related themes and concepts.
* I can analyze how different documents address related themes and concepts.

Standard 10

* I can recognize when the text I am reading is too easy or too difficult for me.
* I can determine reading strategies (i.e., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.

**Writing Standards**

Standard 2

* I can select a topic and identify and gather relevant information to share with my audience.
* I can define common organizational/formatting structures and determine the structures that will allow me to organize my complex ideas best.
* I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structures.
* I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the is information presented.

Standard 4

* I can identify the writing style that best fits my task, purpose, and audience.
* I can use organizational/formatting structures to develop my writing ideas.
* I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

Standard 5

* I can produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to the task, purpose, and audience (i.e., argumentative, informative/explanatory, narrative, and research writing).

Standard 7

* I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined.
* I can choose several sources and synthesize information to answer my research inquiry.
* I can determine if I need to narrow or broaden my inquiry based on the information gathered.
* I can demonstrate understanding of the subject under investigation.

Standard 9

* I can compose written responses and include textual evidence to strengthen my analysis, reflection, and research.

Standard 10

* I can write for a variety of reasons and can determine a writing format/style to fit my task, purpose, and/or audience.

**Speaking & Listening Standards**

Standard 1

* I can follow the rules for collegial discussion.
* I can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (1st 3 wks).
* I can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions. (2nd 3 wks)
* I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (3rd 3 wks—Socratic Seminar as summative assignment)

**Language Standards**

Standard 1

* I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  + Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Standard 2

* I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  + Spell correctly.

Standard 3

* I can apply the guidelines in a given style manual to write and edit work.

Standard 4

* I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on context clues, changes in word patterns, consulting reference materials, and verifying preliminary determination of the meaning.

Standard 5

* I can demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.

Standards 6

* I can effectively use my knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

**QUARTER TWO: As a consumer who should I believe?**

**Reading Standards for Literature**

Standard 1

* I can read closely and find answers explicitly in text and answers that require an inference
* I can thoroughly support both explicit and inferential questions by analyzing an author’s words and determining multiple pieces of textual evidence that strongly support those questions.

Standard 2

* I can determine how specific details in the text reveal and continually refine a theme.
* I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

Standard 3

* I can analyze how complex characters develop over the course of the grade-appropriate text, interact with other characters, and advance the plot of a text or develop the theme.

Standard 4

* I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text (i.e., denotative, connotative, figurative)

Standard 6

* I can explain how the point of view or cultural experiences found in various works of world literature differs from works of literature written in the US or of other societies/cultures.

Standard 7

* I can identify a subject or a key scene that is portrayed in two different artistic mediums.
* I can determine what is emphasized or absent in each artistic medium.

Standard 9

* I can analyze (and critique) how an author draws on and transforms source material in a specific grade-appropriate work

Standard 10

* I can recognize when the text I am reading is too easy or too difficult for me.
* I can determine reading strategies (i.e., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.

**Writing**

Standard 1

* I can determine the credibility of a source and the accuracy of the details presented in the source.
* I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources.

Standard 8

* I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
* I can gather relevant information from multiple authoritative grade-appropriate print/digital sources, using advanced searches effectively.
* I can assess the usefulness of each source in answering a grade-appropriate research question.
* I can integrate information into the text selectively to maintain the follow of ideas, avoiding plagiarism and following a standard format for citation.

**Speaking and Listening**

Standard 1

* I can follow the rules for collegial discussion.
* I can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (1st 3 wks).
* I can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions. (2nd 3 wks)
* I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (3rd 3 wks—Socratic Seminar as summative assignment)

Standard 2

* I can integrate information from and evaluate the credibility and accuracy of multiple grade-appropriate sources of information presented in diverse media or formats

**Language Standards**

Standard 1

* I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  + Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Standard 2

* I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  + Use a semi-colon, colon properly.
  + Spell correctly.

Standard 3

* I can identify how language functions in different contexts.
* I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.
* I can apply the guidelines in a given style manual to write and edit work.

Standard 4

* I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on context clues, changes in word patterns, consulting reference materials, and verifying preliminary determination of the meaning.

Standard 5

* I can demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.

Standards 6

* I can effectively use my knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Considering the following information we covered this semester:

**So how do you study?**

**Answer all of the following questions & then discuss with peers and in class next week**

* Review your notes, expository, and comparison writing.

1. Do you know what to include in the writing toolboxes? (Remember what Stephen King says? You need to bring the right tools to write)

Expository Essay Comparison Essay

1. What is the purpose of,
   1. expository writing?
   2. Comparison writing?
2. What is the definition of an essay?
3. What is the structure of an informational/expository essay?
4. What is the structure of a comparison essay using Point-by-Point?
5. Do you know the difference between fiction and nonfiction?
6. What were the different structural differences of the pieces we read? Think of TSMIT, OMAM, and 1984
7. What is the purpose?
8. Why should you get into the practice of labeling and color-coding an essay (all parts in the margins so you know if you have included all of the tools)
9. How does this strategy empower a writer?
10. Make this thesis parallel:
    1. Although recycling is not mandatory in all cities one should participate in this because it takes care of the environment, living a green life, and determined to make a difference.
11. Do you know how to write a thesis? Make a 3-part thesis? Make it parallel? Now you try: Okay, write one! ☺
12. Why is the thesis so critical to an essay?
13. **Explain how to support a thesis by using the following methods as text evidence.**

Anecdote:

Analogy:

Facts:

Text evidence:

**(Pen Commandments)**

1. **Combine these sentences and add muscular verbs and variety:** 
   1. I went to the store and got a notebook. Now I can write a diary of my thoughts. This will make me feel better.
2. Why are muscular verbs and sentence variety important in writing?
3. Add transitions to the following passage: (for a key ---look on next page)
   1. The ancient Egyptians were masters of preserving dead people's bodies by making mummies of them. Mummies several thousand years old have been discovered nearly intact. The skin, hair, teeth, fingernails and toenails, and facial features of the mummies were evident. It is possible to diagnose the disease they suffered in life, such as smallpox, arthritis, and nutritional deficiencies. The process was remarkably effective. Sometimes apparent were the fatal afflictions of the dead people: a middle-aged king died from a blow on the head, and polio killed a child king. Mummification consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages.
4. **Why are transitions necessary in writing?**
5. **Write four sentences using muscular verbs?**
6. **Do you know how to find credible research?**
7. **Correct the following parenthetical citations.**

* Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (Wordsworth 263).
* Romantic poetry is characterized by the "spontaneous overflow of powerful feelings," (Wordsworth, 263)
  1. Wordsworth extensively explored the role of emotion in the creative process. (Wordsworth).

1. **How do you write a works cited page? (you can reference online sources) Why must it be done?**
2. **Review the works cited page below and underline the thing that would be found in each parenthetical citation.**
3. **List three things about this works cited page that showcase the correct MLA format?**

Works Cited

Berman, Morris. *The Twilight of American Culture*. New York: W.W. Norton,

2000. *Netlibrary*. Web. 22 Aug. 2009.

Cox, Ted. “Once Daring, MTV Now a Bland Corporate Commodity.” *Daily Herald*

[ArlingtonHeights, IL] 1 Aug. 2006: 1. *Infotrac Custom Newspapers*. Web. 27 Aug. 2009.

Curtin, Michael F. “Media and the Degradation of Language: The Tides of

Vulgarity Can be Countered.” *Vital Speeches of the Day* 72.20-21 (Aug. 2006): 578-80. Print.

Edmundson, Mark. “One the Uses of a Liberal Education: I. As Lite

Entertainment for Bored College Students.” *Harper’s* Sept. 1997: 39-49. Print.

KEY FOR TRANSITIONS

Below is a paragraph that has been edited for coherence. *Italics* indicates pronouns and repeated/restated key words, **bold** indicates transitional tag-words, and underlining indicates parallel structures. If prompted, could you apply these elements in your writing style?

The ancient Egyptians were masters of preserving dead people's bodies by *making mummies* of them. **In short**, *mummification* consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages. **And** *the process* was remarkably effective. **Indeed**, *mummies* several thousand years old have been discovered nearly intact. *Their* skin, hair, teeth, fingernails and toenails, and facial features are **still** evident. *Their* diseases in life, such as smallpox, arthritis, and nutritional deficiencies, are **still** diagnosable. **Even** *their* fatal afflictions are **still** apparent: a middle-aged king died from a blow on the head; a child king died from polio.

1. Do you know how to analyze a literary text ?

|  |  |  |  |
| --- | --- | --- | --- |
| Literary Devices |  | *1984* | *Of Mice and Men* |
| Characters |  |  |  |
| Setting |  |  |  |
| Plot |  |  |  |
| Conflict |  |  |  |
| Theme |  |  |  |
| Symbols |  |  |  |
| Important Quotes |  |  |  |
| Social Commentary |  |  |  |
| Themes |  |  |  |

1. Do you know how to isolate themes in a literary text? If so, what are some of the themes in *1984*? In *Of Mice and Men?* How do you know they are themes?
2. How do you write a theme statement?
3. Write a theme statement for OMAM and 1984.
4. Can you **elevate the diction** of the following passage to make it more impactful?

The small boy bent down in the corner and picked up a small piece of thread. As he held it in his hand, he realized it was much more than a small string. He realized it was the connection to his past.

1. Can you identify the analyze the impactful diction in this passage?

From *The Great Gatsby*:

This valley of ashes---a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens, where ashes take the forms of houses and chimneys and rising smoke and finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air. Occasionally a line of grey cars crawls along an invisible track, gives out a ghastly creak and comes to rest, and immediately the ash grey men swarm up with leaden spades and stir up an impenetrable cloud which screens their obscure operations from your sight.

Now look at this picture. How does this visual medium add to analysis of text above?

[](http://www.bing.com/images/search?q=valley+of+ashes&view=detailv2&&id=7607D39C39F1AD91857B12EFA886F102013DEE45&selectedIndex=32&ccid=YtB4SLjd&simid=608019438359741500&thid=OIP.M62d07848b8ddeeb6363bb2bcd87474a7o0)

Lastly, synthesis:

1. How does *The Seventh Most Important Thing* connect to you? Another text? World?
2. How does OMAM connect to you? Another text? World?
3. How does 1984 connect to you? Another text? World?