

Grade 9

Indiana's Academic Standards

English/Language Arts



Adopted by the
Indiana State
Board of Education
2000





Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

To be competitive in today’s economy and earn enough to support a family, you will need to continue your education beyond high school. Getting in shape academically is the single most important thing you can do to prepare for a successful future.

Your future starts with Indiana’s academic standards. This booklet clearly spells out what you should know and be able to do in Grade 9 English/language arts. Examples are given to help you understand what is required to meet the standards. **Please review this guide with your teachers and share it with your parents and family.**

To be ready for tomorrow, get in top academic shape today. Use this guide year round to check your progress.

Dear Parent,

Education is the building block of every student’s future. To ensure all students have every opportunity to succeed, Indiana adopted world-class academic standards in English/language arts, mathematics, science, and social studies and an assessment system to measure student progress. These standards clearly outline what students should know and be able to do in each subject, at each grade level. Teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state’s new “P-16 Plan for Improving Student Achievement.” Indiana’s P-16 Plan provides a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today’s economy and earn enough to support a family, all students need to keep learning after high school – at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning does not take place only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference.

Nothing will have a bigger impact on your student’s success than your involvement in his or her education. On the next page is a list of 12 things you can do to help ensure your student has the best education possible – from preschool to post-high school opportunities. We hope you use this guide as a tool to help your child succeed today and in the future.

Sincerely,

Governor Joseph E. Kernan

Dr. Suellen Reed,
Superintendent of Public Instruction

Stan Jones,
Commissioner for Higher Education



12 things parents can do to help students succeed

1. **Promote education beyond high school.** To keep our families, communities, and economy strong, all students need to keep learning after high school: at a two- or four-year college, in an apprenticeship program, or through military training. Make sure your child knows you expect him or her to continue learning after high school and help develop a plan for the future.
2. **Build relationships with your teenager's teachers.** Find out what each teacher expects of your child and make sure teachers know you expect your child to continue learning after high school. Learn how you can help your child prepare to meet these expectations.
3. **Read.** Reading is the foundation for all learning. Encourage your child to read to you or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows. Reading is one of the most important contributions you can make to your child's education.
4. **Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
5. **Make math part of everyday life.** Paying bills, cooking, gardening, and even playing sports are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
6. **Ask your teenager to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
7. **Expect that homework will be done.** Keep track of homework assignments and regularly look at your teenager's completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home. And make sure to stay on top of college admissions application and financial aid deadlines.
8. **Use the community as a classroom.** Feed your teenager's curiosity about the world 365 days a year. Take your son or daughter to museums, local government buildings, state parks, and workplaces. Encourage him or her to volunteer in a field or area of interest in order to show how learning connects to the real world. These activities will reinforce what is learned in the classroom and may help your student decide what to do with his or her future.
9. **Encourage group study.** Open your home to your teenager's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits learned in high school will carry over into college and beyond.
10. **Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."
11. **Start a college savings plan as soon as possible,** and contribute as much as you can each month or year. Investigate Indiana's 529 College Savings Plan and other investment vehicles. Complete the Free Application for Federal Student Aid (FAFSA) and talk with your teen about scholarship and financial aid forms available at school and on the Internet.
12. **Promote high standards for all.** To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

Remember: *You are the most important influence on your child. Indiana's academic standards give you an important tool to ensure your child gets the best education possible.*



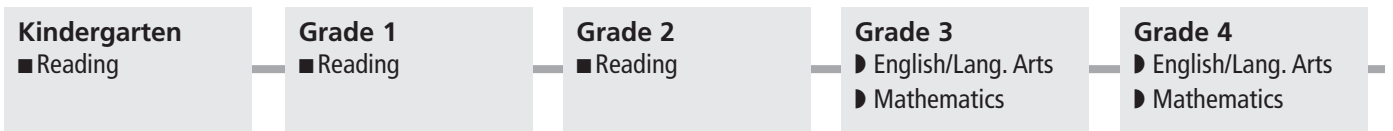
Measuring Student Learning

Children develop at different rates. Some take longer and need more help to learn certain skills. Assessments, like ISTEP+, help teachers and parents understand how students are progressing and assist in identifying academic areas where students may need additional attention.

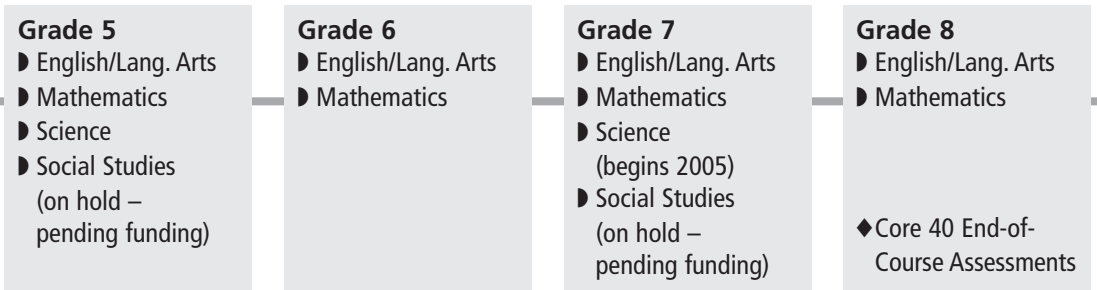
Assessments also provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public. Students in designated grades take ISTEP+ in the fall of each school year – with the assessment based on what the child should have learned during the previous year.

Indiana’s Reading Assessments are a series of informal classroom assessments available to Indiana teachers in Kindergarten through Grade 2. The assessments are optional and teachers may tailor the assessments to meet their students’ needs.

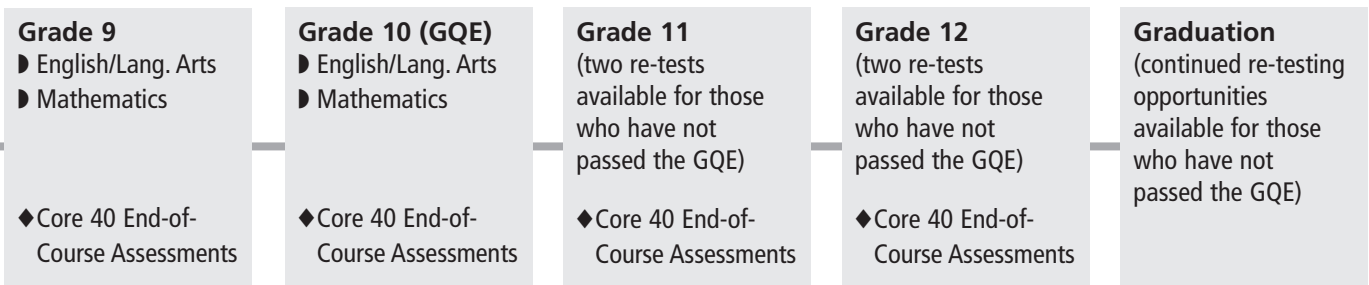
Core 40 End-of-Course Assessments are given at the end of specific high school classes and are a cumulative assessment of what students should have learned during that course. End-of-Course Assessments also provide a means to ensure the quality and rigor of high school courses across the state. Currently, Core 40 End-of-Course Assessments are in place for Algebra I and English/Language Arts 11. Additional End-of-Course Assessments will be phased in over the next few years.



What’s the Goal? By Grade 4, have students moved beyond learning to read toward “reading to learn” other subjects? Can each student write a short, organized essay? Can each student use math skills to solve everyday, real-world problems?



What’s the Goal? By Grades 7 and 8, have students developed strong enough study habits in English and math skills to be ready for high school?



What’s the Goal? Can students read well enough to pass a driver’s exam, understand an appliance manual, or compare two opposing newspaper editorials? Could students write an effective job application letter? By testing skills like these in Grade 10, teachers know whether – and in which skill area – students need more attention before it’s time to graduate. By Grade 12, have students developed the academic foundation necessary to succeed in college and the workforce?

▶ Indicates mandatory ISTEP+ testing	■ Indicates voluntary Reading Assessments	◆ Indicates Core 40 End-of-Course Assessments
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For more information, visit www.doe.state.in.us/standards/assessments.html or call 1-888-54-ISTEP (1-888-544-7837).



Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.

Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servais)

9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.

Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)

9.1.3 Use knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.

Example: Use the story of Midas to understand the phrase *the Midas touch.*

Standard 2

READING: Comprehension (Focus on Informational Materials)

*Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

9.2.1 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.

Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.



- 9.2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 9.2.3 Generate relevant questions about readings on issues that can be researched.

Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.

- 9.2.4 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.

Example: Read three or more nonfiction texts about black holes: *Black Holes* by Heather Couper et al.; *Black Holes* by Jean-Pierre Luminet et al.; articles identified using the *Reader's Guide to Periodical Literature*; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.

- 9.2.5 Demonstrate use of technology by following directions in technical manuals.

Example: Follow the directions for using a graphing calculator or a complex software design program.

Expository (Informational) Critique

- 9.2.6 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extracurricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

- 9.2.7 Evaluate an author's argument or defense of a claim by examining 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.

Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Example: Compare plays with similar themes, such as the theme of loneliness in *The Miracle Worker* by William Gibson and *The Diary of Anne Frank*.

- 9.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), a play (such as Shakespeare's *The Tempest*), a report of the devastation of a hurricane or tornado, and an account of how the power of nature has been harnessed to provide energy.

Narrative Analysis of Grade-Level-Appropriate Text

- 9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*.

- 9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13¾* by Sue Townsend and *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

- 9.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections from Russell Baker's *Growing Up*, Ed McClanahan's *Natural Man*, and Reynolds Price's *Long and Happy Life* as variations on a theme.

- 9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play *The Glass Menagerie*.

- 9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Example: Analyze and compare figurative language in *The Odyssey*.



9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

Example: After reading *The Bridge of San Luis Rey* by Thornton Wilder, “The Lady or the Tiger” by Frank Stockton, or “The Ransom of Red Chief” by O. Henry, discuss the ironies revealed by the story.

9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read *To Kill a Mockingbird* by Harper Lee and discuss the impact of Scout’s narration as the story unfolds.

9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

- Dialogue: a conversation between two characters
- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
- Asides: words spoken by characters directly to the audience
- Character foils: characters who are used as contrasts to another character
- Stage designs: directions and drawings for the setting of a play

Example: Define different dramatic literary terms in Shakespeare’s *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

Literary Criticism

9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read *The Abduction* by Mette Newth and Tiina Nunnally to understand how the character Osuqo, an Inuit and captive of European traders, uses metaphors and similes to justify her thoughts and yet respect the cultural beliefs of her land.

9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read selections that are connected to a certain period in history, such as “The Legend of Sleepy Hollow” by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author’s perspective on the period.



Standard 4

WRITING: Process

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- 9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.

Research and Technology

- 9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- 9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.
- 9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- 9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.
- 9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (of at least 1,500 words). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Process to:

- 9.5.1 Write biographical or autobiographical narratives or short stories that:
- describe a sequence of events and communicate the significance of the events to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
 - pace the presentation of actions to accommodate changes in time and mood.

Example: Write an autobiographical account of a time when an important decision had to be made. Write a humorous story for elementary children and give the story a local setting.

- 9.5.2 Write responses to literature that:
- demonstrate a comprehensive grasp of the significant ideas of literary works.
 - support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - demonstrate an awareness of the author's style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

- 9.5.3 Write expository compositions, including analytical essays and research reports that:
- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
 - communicate information and ideas from primary and secondary sources accurately and coherently.
 - make distinctions between the relative value and significance of specific data, facts, and ideas.
 - use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
 - include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
 - anticipate and address readers' potential misunderstandings, biases, and expectations.
 - use technical terms and notations accurately.

Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.



- 9.5.4 Write persuasive compositions that:
- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
 - use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
 - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.

- 9.5.5 Write documents related to career development, including simple business letters and job applications that:

- present information purposefully and in brief to meet the needs of the intended audience.
- follow a conventional business letter, memorandum, or application format.

Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.

- 9.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
- offer detailed and accurate specifications.
- include scenarios, definitions, and examples to aid comprehension.
- anticipate readers' problems, mistakes, and misunderstandings.

Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.

- 9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.

- 9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.



Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

- 9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- 9.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

Manuscript Form

- 9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 9.6.4 Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 9.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.



Organization and Delivery of Oral Communication

- 9.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.
- 9.7.3 Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 9.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- 9.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- 9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 9.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- 9.7.9 Analyze historically significant speeches (such as Abraham Lincoln’s “House Divided” speech or Winston Churchill’s “We Will Never Surrender” speech) to find the rhetorical devices and features that make them memorable.
- 9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 9.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.
- 9.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare’s *Romeo and Juliet* with Franco Zeffereilli’s film version).

Speaking Applications

- 9.7.14 Deliver narrative (story) presentations that:
- narrate a sequence of events and communicate their significance to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - time the presentation of actions to accommodate time or mood changes.



- 9.7.15 Deliver expository (informational) presentations that:
- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - convey information and ideas from primary and secondary sources accurately and coherently.
 - make distinctions between the relative value and significance of specific data, facts, and ideas.
 - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
 - use technical terms and notations accurately.
- 9.7.16 Apply appropriate interviewing techniques:
- prepare and ask relevant questions.
 - make notes of responses.
 - use language that conveys maturity, sensitivity, and respect.
 - respond correctly and effectively to questions.
 - demonstrate knowledge of the subject or organization.
 - compile and report responses.
 - evaluate the effectiveness of the interview.
- 9.7.17 Deliver oral responses to literature that:
- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
 - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 9.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:
- structure ideas and arguments in a coherent, logical fashion.
 - contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
 - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - anticipate and address the listener's concerns and counterarguments.
- 9.7.19 Deliver descriptive presentations that:
- establish a clear point of view on the subject of the presentation.
 - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.



NOTES

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Policy Notification Statement:

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS §12101, et. seq.).

Inquiries regarding compliance by the Indiana Department of Education with Title IX and other civil rights laws may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or by telephone to 317-232-6610, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 North Canal Street, Suite 1053, Chicago, IL 60606-7204. – Dr. Suellen Reed, State Superintendent of Public Instruction.

Questions?

If you have contacted your child's school and still need additional information, call: **1.888.544.7837**.

www.doe.state.in.us/standards

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www.doe.state.in.us/standards/spanish.html

