

**Montgomery County Public Schools**  
**English 9B Exam Review**  
*June 2011*

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**FORMAT**

***Five Readings***

two poems  
two narrative passages  
an excerpt from *Romeo and Juliet*

***Thirty-five Selected Response Items (SRs)***

Students will be required to

- distinguish among shades of meaning by using context.
- determine the meaning of words with more than one meaning by using context.
- develop inferences about characterization, motivation, and other plot elements.
- develop inferences about the author's purposeful use of language and form.
- develop inferences about the main idea, theme, or author's perspective.
- identify and explain the author's use of language devices in poetry and prose.
- identify the tone based on the language of a text.
- apply course terms to interpret poetry and prose.
- identify errors in grammar and usage.
- revise sentences to improve sentence structure and achieve greater clarity of expression.

***One Written Response***

Students will be required to

- explain how imagery and figurative language create meaning in a poem or narrative.

***One Multiparagraph Essay***

Students will be required to

- use details from two of the readings to compare the ways writers use language to create meaning.

# English 9B Exam Review

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## PREPARATION

### ***Review Course Terms***

- Review definitions and concepts of course terms.
- Apply course terms to texts and writing assignments.

### ***Review Notes, Assessments, and Other Student Resources Pages***

- Review close reading strategies and discussions about authors' purposeful use of language devices.
- Read and consider journal entries.
- Review characteristics of narrative texts.
- Review characteristics of poetry.
- Review characteristics of expository texts.

### ***Review Portfolio***

- Read, analyze, and evaluate paragraphs, essays, and other papers.
- Review rubrics used for writing and speaking, including the Scoring Guide for Writing and 6-Traits rubrics.
- Review how to use various graphic organizers to plan writing.
- Review the process of editing and revising writing.
- Review strategies for organizing and writing paragraph and multi-paragraph responses.
- Review strategies for developing essays.
- Review strategies for using quotations and paraphrased ideas.

### ***Make a List of Texts Read during the Semester***

- List titles, authors, and important ideas about the context and form of each text.
- List themes and literary concepts related to each text.
- Consider how course terms apply to different genres and specific texts.

### ***Review Grammar, Usage, and Sentence Structure Concepts***

- use strong verbs and specific nouns
- identify and avoid using fragments and run-ons
- maintain subject-verb agreement and pronoun-antecedent agreement
- maintain consistency of verb tense and point of view
- distinguish between and appropriately use active and passive voice
- write compound and complex sentences using prepositional phrases, participles, appositives, and parallel structure for style and emphasis
- correctly use commonly confused words and correct problems in usage
  - among and between*
  - farther and further*
  - lay and lie*
  - who's and whose*
  - bring and take*
  - fewer and less*
  - like and as*
  - your and you're*

# *English 9B Exam Review*

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## **COURSE TERMS**

Abstract	Parallelism
Alliteration	Paraphrase
Allusion	Personification
Audience	Point of view
Cause and effect	First person
Characterization	Third person
Compare	Omniscient
Concrete	Plot
Connotation	Exposition
Contrast	Inciting incident
Denotation	Rising action, complications
Dialogue	Conflict
Dialect	Climax, crisis
Diction	Falling action
Dominant effect	Resolution, denouement
Dynamic character	Prediction
Figurative language	Quotation
Flashback	Rhyme
Foreshadowing	Setting
Hyperbole	Simile
Imagery	Speaker
Inference	Stanza
Irony	Static character
Literal language	Subtext
Language devices	Summary
Metaphor	Symbol
Meter	Syntax
Motivation	Theme
Narrator	Thesis statement
Nuance	Tone
Organization	Transitions
	Understatement
	Verse

# English 9B Exam Review

## ASSESSED INDICATORS

### **Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.**

- 1.1.1— Prepare for reading, viewing, and/or listening to a text.
- 1.1.2— Monitor understanding while reading, viewing, and/or listening to a text.
- 1.1.3— Confirm understanding after reading, viewing, and/or listening to a text.
- 1.1.4— Apply knowledge of a word meaning, context, structure, and origin to define unfamiliar words.
- 1.2.1— Determine the contributions of literary elements in classical and contemporary texts.
- 1.2.2— Determine the critical or central idea(s) of a text.
- 1.2.3— Determine the relationship among format, structure, and meaning of informational texts.
- 1.2.4— Interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural).

### **Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.**

- 2.1.1— Analyze organization, structure, and syntax that reveal an author’s purpose.
- 2.1.2— Analyze stylistic elements in a text or across texts that communicate an author’s purpose.
- 2.1.3— Analyze connections between and among themes, ideas, and/or styles of two or more texts.
- 2.1.4— Analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media.
- 2.1.5— Analyze and evaluate evidence and determine the credibility of information in a text.

### **Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

- 3.1.1—Compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries; work-related texts—e.g., brochures, proposals, project plans, resumes).
- 3.1.2— Compose persuasive essays and arguments that advance, modify, or refute a logical structure; provide relevant and complete support; and employ effective rhetorical strategies.

- 3.2.1— Prepare for writing by generating and developing ideas.
- 3.2.2— Select and organize ideas for specific audiences and purposes.
- 3.2.3— Revise and edit texts for clarity, completeness, and effectiveness.
- 3.2.4— Use general and specialized resources to correct or confirm revisions and/or editorial choices.
- 3.3.3— Evaluate the appropriateness of information to accomplish a purpose.
- 3.3.4— Use a systematic process for recording and documenting information.

### **Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices.**

- 4.1.1— Determine the relationship among the meaning, position, form, function and the grammatical classification of words.
- 4.1.2— Apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing.

### **Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.**

- 5.1.2— Participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes.
- 5.1.3— Determine the effectiveness of large- and small-group collaboration and its associated product(s).
- 5.2.2— Deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.

### **Standard 6: The student will listen effectively in a variety of situations and for a variety of purposes.**

- 6.1.1— Apply skills and strategies to gather and interpret verbal messages.
- 6.1.2— Demonstrate understanding of information and ideas communicated orally.

## *Scoring Guide for Writing*

### **Score of 5**

**This response demonstrates consistent mastery, although it may have minor errors. This response** effectively states and develops a claim, provides strong insights, and uses well-chosen detail to achieve its purpose.

is well organized, focused, and coherent.

uses language and vocabulary purposefully.

varies sentence structure skillfully.

is generally free of errors in grammar, usage, and mechanics.

### **Score of 4**

**This response demonstrates adequate mastery with occasional lapses in quality. This response** states and develops a claim, exhibits sound thinking, and uses appropriate supporting detail.

is generally organized, focused, and coherent.

generally uses language and vocabulary effectively.

demonstrates some variety in sentence structure.

may have some errors in grammar, usage, or mechanics.

### **Score of 3**

**This response demonstrates partial mastery, but it has one or more flaws. This response** states and develops a claim but needs more consistent thinking and supporting detail.

sometimes lacks organization, focus, and coherence.

generally uses language coherently, but some word choices are vague or inappropriate.

has little variety in sentence structure or has some sentence errors.

may contain a number of errors in grammar, usage, or mechanics.

### **Score of 2**

**This response demonstrates little mastery and is marred by one or more weaknesses. This response** has a vague or limited claim, weak thinking, and inappropriate or insufficient supporting detail.

is poorly organized, lacking focus and coherence.

uses limited language and vocabulary or incorrect word choice.

demonstrates simplistic or incorrect sentence structure.

contains errors in grammar, usage, or mechanics that sometimes hamper meaning.

### **Score of 1**

**This response demonstrates a lack of mastery and serious flaws. This response** does not state or develop a claim and provides little, if any, supporting detail.

is disorganized, rambling, or incoherent.

has numerous errors in vocabulary and use of language.

has serious flaws in sentence structure.

contains numerous errors in grammar, usage, or mechanics that consistently hamper meaning.

### **Score of 0**

**No response or a response that is completely irrelevant will receive a score of zero.**