

## 2015-2016 9<sup>th</sup> Midterm Exam Study Guide

All secondary 9<sup>th</sup> grade students in Utica Community Schools will take a common standards based midterm. The test will consist of 40-50 multiple choice questions and will consist of the approximate percentage components.

- I. Reading Comprehension- (55%) Part one will be about anchor texts such as *To Kill a Mockingbird*. Questions will include author's craft, structure, and literary terms such as theme, mood, symbolism, etc. Part two will be reading two nonfiction articles that will assess reading comprehension. Questions will be about main ideas, themes, cross-text questions, etc.
- II. Writing Analysis- (20%) here you will be given a sample essay and asked to edit, revise, and proofread the essay.
- III. Grammar- (10%) These will be grammar based questions about pronouns, adjectives, adverbs, adding strong verbs in writing.
- IV. Vocabulary- (15%) Here you will need to use context clues to the meaning of a word or phrase. Look for root words. Correct patterns of word changes that indicate different meanings or parts of speech.

### **Literary Terms: Students should be prepared to define, identify, and apply the following:**

Dramatic Irony	Verbal Irony	Situational Irony
Allusion	Simile	Inference
Conflict	Theme	Symbolism
Characterization	Plot Development	Foreshadowing
Point of View	Metaphor	Personification
Exaggeration	Imagery	Mood
Tone		

1. The actions, words, and demeanor of a character is known as \_\_\_\_\_
2. The feeling or atmosphere created by an author is \_\_\_\_\_.
3. An object that stands for something else or beyond its meaning is \_\_\_\_\_
4. The method of narrating a story or novel is \_\_\_\_\_.
5. The three points of view are:
6. Giving human qualities to non-living things is \_\_\_\_\_.
7. The use of five senses to describe something is \_\_\_\_\_.
8. The message, main idea, or moral of a story is \_\_\_\_\_.
9. Using an exaggerated statement such as "I'm so hungry I could eat a horse" is \_\_\_\_\_
10. A reference from another text such as a myth, bible, or other novel is called \_\_\_\_\_.
11. When a person says one thing but means another. \_\_\_\_\_
12. When the audience knows something other characters in the story don't know \_\_\_\_\_
13. When the opposite happens of what a person thought would occur \_\_\_\_\_
14. Comparing two unlike things by using the words like or as is a \_\_\_\_\_
15. The attitude that an author takes toward the subject. It's an emotional reaction. \_\_\_\_\_.
16. When a character faces a problem or dilemma. There are external and internal ones. \_\_\_\_\_.
17. Giving clues or hints to what will happen later \_\_\_\_\_.

18. When customs or ideas are ridiculed to better society \_\_\_\_\_.
19. Comparing two unlike things without using like or as. "Her eyes were the blue ocean." \_\_\_\_\_ .

**Author's purpose:** Students should be prepared to identify whether each is used to persuade, inform, entertain, dispute an argument, or express thoughts/feelings

20. Principals in schools should be allowed to search lockers for drugs or dangerous items. \_\_\_\_\_
21. Most suicides occur during the spring season. \_\_\_\_\_.
22. Although our 2<sup>nd</sup> amendment allows people to bear arms such as handguns, I disagree with the law.

**Grammar and Usage:** Students should be familiar with the following concepts:

**Pronouns**

- Recognize and correct pronoun usage (i.e. collective and possessive).
- Personal pronoun usage to achieve coherence in writing.
- Revise sentences by using pronouns to avoid the unnecessary repetition of nouns to achieve concision.
- Revise sentences by using relative pronouns for added detail and concision.

**Verbs**

- Using action verbs to create strong images and metaphors in writing.

**Adjectives and Adverbs**

- Adding adjectives and combining sentences to improve interest.
- Using strong adjectives in descriptive (**narrative**) writing.
- Using adverbs to better describe the way things happen in (**narrative**) writing.

**Prepositions/Prepositional Phrases**

- Revise sentences using prepositional phrases to add precision in a description.
- Revise sentences using prepositional phrases to introduce a sentence, to create transition, and to vary sentence patterns for meaning.

**Genre:** Students should be familiar with the traits of the following genres (Short Story, Memoir, Descriptive, Poetry, Expository- biography, informational writing)

**Reading Skills:** Students should practice identification and usage of the following:

Talking to the text, inferring, questioning, synthesizing, visualizing, using context clues. Close and Critical Reading: What does the text say (summary), How does the text say it (Author's craft), What does it mean (Theme), So what? (Text to text, text to self, text to world connections)

**Vocabulary:** Students should be familiar with the following aspects:

- Use of context clues
- Using reference materials

**Writing Terms:** Students should be prepared to define, identify and apply the following:

Essay organization (cause/ effect, compare/ contrast, define, sequential, chronological, categorization.)  
Author's purpose (inform, persuade, entertain, dispute)

Essay components (illustrations, MLA formatting, caption, thesis, support, counterargument, attention getter, conclusion, and clincher)

**Recommended Study Activities:**

\*\*\*Go over your essays. Identify your purpose and method of organization. With hi-lighters, identify every component from the above list in each essay.

\*\*\*Go to the following web site: <http://www.classicreader.com/short-stories.php>

Read 2 or 3 short stories, identifying the genre and hi-light examples of literary terms from the above list. Reread your notes from the novels and short stories you have read identifying the same things.

\*\*\*Review using the following grammar quiz website:

[http://grammar.ccc.commnet.edu/grammar/quiz\\_list.htm](http://grammar.ccc.commnet.edu/grammar/quiz_list.htm)

Focus specifically on the grammar topics listed above.