

**WEST JEFFERSON HILLS SCHOOL DISTRICT
CURRICULUM STANDS – LANGUAGE ARTS
GRADE 9**

I. Learning to Read Independently

- A. Before reading, locate appropriate texts (computerized and traditional resources) for a specific purpose (e.g., assigned task or project, independent work).
- B. Recognize and interpret common organizational structures and graphic features to comprehend information.
- C. During reading, use knowledge of structural analysis, context clues, and related references to understand and interpret specialized vocabulary in the content areas. Use these words accurately in speaking and writing.
- D. Distinguish basic facts and ideas in text using appropriate strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading). As able to comprehend. Discuss the effectiveness of selected reading strategies.
- E. Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related references.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.
 - Make, and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters, and ideas.
 - Explain the context of a document.
 - Analyze the positions, arguments and evidence in public documents.
- H. Demonstrate fluency and comprehension in reading.
 - Read familiar materials aloud with accuracy.
 - Self-correct mistakes.
 - Use appropriate rhythm, flow, meter and pronunciation.
 - Read a variety of genres and types of text.
 - Demonstrate comprehension. (Recommend 25 books/year)

II. Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
- Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of resources (e.g., texts, electronic media, newspapers, periodicals).
 - Distinguish between essential and nonessential information across a variety of sources, identifying bias and propaganda where present.
 - Make decisions and draw conclusions based on the use of multiple sources of information.
 - Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and thoroughness.
- B. Use and understand a variety of media and evaluate the quality of material produced.
- Evaluate the unique perspective of the information presented via different media.
 - Evaluate the techniques of media messages and determine their effect on different audiences.
 - Use, design and develop media to extend understanding of authors, genre, and works from a literary or historical period.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

III. Reading, Analyzing, and Interpreting Literature

- A. Read and understand works of literature.
- B. Analyze the use of literary elements by an author including characterizations, setting, plot, theme, point of view, tone and style.
- C. Analyze the effect of various literacy devices.
- Sound techniques (e.g., rhyme, rhythm, meter, alliteration).
 - Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism).
- D. Read and react to a variety of poetic forms.

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- E. Analyze drama to determine plot, setting, and character motivation as revealed through literary devices (e.g., aside, soliloquy) that enhance the audience's understanding of character.
- F. Read and respond to nonfiction and fiction, as well as poetry and drama.

IV. Types of Writing

- A. Write short stories, poems, and plays that include:
 - Varying organizational methods.
 - Relevant illustrations.
 - Dialogue.
 - Literary conflict.
 - Literary elements (Standard 1.3.9B).
 - Literary devices (Standard 1.3.9C).
- B. Write multi-page informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles and interviews that include:
 - A problem and solution when appropriate to the topic.
 - Appropriate language and details.
 - Cause and effect.
 - Relevant graphics such as graphs, illustrations, photographs, and tables.
 - Use of primary and secondary sources.
- C. Write persuasive pieces that include:
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concern and arguments.
 - Utilize a single method to advance the argument or position.
- D. Maintain a written record of activities, course work, experience, honors and interest.
- E. Write a multi-page personal narrative including:
 - Clear chronological sequence.
 - Specific and narrative details.

V. Quality of Writing

A. Write with a sharp, distinct focus.

- Identify topic, task, and audience.
- Experiment with various points of view.

B. Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, consider and organize information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

C. Write with controlled and/or subtle organization.

- Sustain a logical order within sentences and between paragraphs using meaningful transitions
- Develop an interaction that engages the audience while establishing topic and purpose.
- Restate the topic and purpose in the conclusion.

D. Write by utilizing stylistic aspects of composition

- Use different types and lengths of sentences.
- Establish appropriate tone and voice through the use of precise language.

E. Revise writing to improve paragraph development, expanded word choice, content, and logical order.

F. Edit writing using the conventions of language.

- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, and colon).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
- Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).

G. Present and/or defend written work for publication when appropriate.

VI. Speaking and Listening

A. Listen to others

- Ask clarifying questions.
- Analyze information, ideas, and opinions to determine relevancy.
- Take notes when needed.

B. Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Identify conflicts and predict resolutions.
- Summarize events and explain.
- Identify and define new words and concepts.
- Analyze the selections.

C. Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures.
- Adjust pace according to audience and purpose.
- Adjust volume, content and style for different audiences.

D. Contribute to discussions.

- Ask relevant, probing questions to gain information, clarify thinking and understand others.
- Respond to questions asked with relevant information, ideas or opinions.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Clarify, explain by example or enhance responses when asked.
- Support opinions with relevant evidence.
- Paraphrase and summarize when necessary.

E. Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select a topic and present as oral reading.
- Conduct interviews as part of the research process.
- Plan and participate in formal debates.
- Analyze group discussions.

F. Use media for learning purposes.

- Analyze the validity of information received through different media sources.
- Critique the role of media in advertising.
- Create an effective multimedia presentation for display or transmission that demonstrates an understanding of a specific topic or use.

VII. Characteristics and Functions of the English Language

- A. Explain the origins and meanings of common, learned and foreign words used frequently in the English language.
- B. Evaluate speech, writing, and literature to determine conformity to standard American English.
- C. Explain new words that have been added to the English language over time.

VIII. Research

- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
- Determine valid resources for researching the topic, including primary and secondary sources.
 - Evaluate the importance quality of the source.
 - Select essential sources (e.g., dictionaries, encyclopedias, and other reference materials, interview observation and computer database).
 - Use table of contents indices, key words, cross references, and appendices.
 - Use traditional and electronic research tools.
- C. Organize, summarize and present the main ideas from the research.
- Take notes relevant to the research topic.
 - Develop a thesis statement based on the research.
 - Anticipate the needs of your audience.
 - Give precise formal credit for others' ideas, images or information using a standard method of documentation.
 - Use formatting techniques.