

**Poudre School District**  
**LANGUAGE ARTS**  
**ESSENTIAL STANDARDS FOR NINTH GRADE**

If no specific skills are listed under a benchmark, then skills are taught to mastery at another level.

**STANDARD 1: READING**

**Students read and understand a variety of materials**

- 1.1 BENCHMARK: COMPREHENSION SKILLS**  
**Use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)**
- Practice a full range of strategies (e.g., paraphrasing and summarizing) to comprehend a variety of **texts**
  - Use a variety of reading strategies to comprehend **texts** at the literal and **interpretive** levels
  - Identify chronological sequence in literary and **expository texts** that use flashback and consistent **narrative point of view**
  - Monitor comprehension by rereading a portion of **text**, using reference aids and using contextual information
  - Make simple inferences based on thematic connections within and between **texts**
- 1.2 BENCHMARK: PRIOR KNOWLEDGE**  
**Make connections between texts and prior knowledge and identify knowledge needed before reading about a topic**
- Use background knowledge of subject and **text** structure to make predictions of content and **purpose** of **texts**
  - Use **text** structure (e.g., cause/effect) to locate and recall information
- 1.3 BENCHMARK: READING PURPOSE**  
**Adjust reading strategies for different purposes**
- Sequence ideas independently from materials they have read or viewed
  - Locate and recall information in **texts** with different **text** structures (e.g., cause /effect, problem/solution, compare/contrast)
  - Identify key words in prompts to **interpret** the required responses
- 1.4 BENCHMARK: WORD RECOGNITION STRATEGIES**  
**Use a variety of word recognition skills and resource**
- Confirm the meaning of figurative, idiomatic and technological language using context clues
- 1.5 BENCHMARK: VOCABULARY**  
**Use information from reading to increase vocabulary and enhance language usage**
- Use context clues to confirm meaning of figurative, idiomatic and technical language
  - Use structural clues (e.g., roots, affixes, to determine meanings of words)
  - Independently locate meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources

**STANDARD 2: WRITING AND SPEAKING**

**Students write and speak for a variety of purposes and audiences**

- 2.1 BENCHMARK: GENRE**  
**Students write and speak in a variety of genres**

\*Skills listed on this document should be mastered at the grade level where they appear.

- Write basic three to five paragraph **essays** with an introduction, body and conclusion, in a variety of **genres**, including personal **narrative**, exposition, persuasion and description

## 2.2 **BENCHMARK: AUDIENCE AND PURPOSE**

### **Write and speak for a variety of audiences and purposes**

- Use format, style and voice appropriate for audience and **purpose** to write basic **essays**
- Use key words from prompts to compose accurate responses

## 2.3 **BENCHMARK: WRITING PROCESS**

### **Use the steps of the writing process (e.g., plan, draft, revise, edit, share)**

- Use note taking as an additional prewriting strategy
- Revise **essays** to vary **sentence** structures and lengths to enhance flow, rhythm, meaning and clarity
- Engage in self and peer-**editing** strategies to create final drafts
- Develop main ideas and content fully focused on a prompt

## 2.4 **BENCHMARK: DEVICES AND WORD CHOICE**

### **Use a variety of devices (e.g., figure of speech, symbolism, dialect, vocabulary) to convey meaning**

- Vary **sentence** structure and length to enhance meaning, clarity and fluency
- Use vivid and precise language, including active verbs and concrete nouns

## 2.5 **BENCHMARK: ORGANIZATION**

### **Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)**

- Organize writing to create an engaging introduction, logical and effective development of ideas and satisfying conclusion
- Use transitional devices (e.g., adverbs, coordinating conjunctions, subordinating conjunctions)
- Use appropriate transitional expressions to enhance meaning, clarity and fluency
- Use a variety of **text** structures (e.g., comparison/contrast, problem/solution)
- Use support and explanation for main ideas in writing

## 2.6 **BENCHMARK: PRODUCT PRESENTATION**

### **Use appropriate strategies to publish writing**

- Produce legible handwritten and/or computer generated **essays** that have been edited and proofread for content, spelling, mechanics and grammar

## **STANDARD 3: LANGUAGE STRUCTURE**

**Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling**

### 3.1 **BENCHMARK: GRAMMAR AND USAGE**

#### **Use conventions of grammar and usage in writing and speaking**

- Identify and apply knowledge of proper, common, demonstrative and compound adjectives and explain how each contributes to the meaning of a **sentence**
- Identify active and passive voice
- Edit for conventional grammar

### 3.2 **BENCHMARK: SENTENCE STRUCTURE**

#### **Use correct sentence structure in writing**

- Write compound-complex **sentences**

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**3.3 BENCHMARK: PUNCTUATION**

**Use conventions of punctuation in writing**

- Use apostrophes correctly to form plural possessives (Joneses' great grandfather, children's book) and to show shared possession (Joe, Barry and Sally's band; Joe's, Barry's and Sally's air guitars)
- Use underlining/italics correctly

**3.4 BENCHMARK: CAPITALIZATION**

**Use conventions of capitalization in writing**

- Use capitals correctly in titles of books, periodicals, poems, stories, **essays**, speeches, plays, historical documents, movies, radio and television programs, etc.
- Use capitals correctly in indirect quotations

**3.5 BENCHMARK: SPELLING**

**Use conventions of spelling in writing**

- Edit for spelling in writing
- Identify and apply knowledge of root words to assist in spelling

**STANDARD 4: THINKING AND VIEWING**

**Students apply thinking skills to their reading, writing, speaking, listening and viewing**

**4.1 BENCHMARK: THINKING AND ANALYTICAL SKILLS**

**Use thinking and analytical skills in writing, reading, speaking, listening and viewing**

- Analyze main ideas in a variety of **texts** and use relevant details to support the analysis
- Practice making predictions, drawing conclusions and analyzing **texts**
- Use two-column notes (dialectical notes) as an approach to understanding **texts**

**4.2 BENCHMARK: PROBLEM SOLVING**

**Use reading, writing, speaking, listening and viewing to define and solve problems**

- Use higher-level and inquiry questioning skills as an approach to understanding **texts** (see **Bloom & Costa**)
- Practice collaboration skills to draw conclusions, evaluate, discuss and solve problems

**4.3 BENCHMARK: OPINIONS**

**Recognize, express and support opinions orally and in writing**

- Differentiate fact from opinion in a variety of **texts**
- Express personal opinions in speaking and writing in an articulate manner

**4.4 BENCHMARK: AUTHOR'S POINT OF VIEW**

**Know the purpose, perspective and historical and cultural influences of a speaker, author or director**

- Identify an **AUTHOR'S PURPOSE** in a variety of **texts**
- Identify the historical/cultural context from information presented **texts**

**4.5 BENCHMARK: EVALUATION**

**Use a variety of criteria to evaluate information (e.g., reliability, accuracy, relevancy)**

- Analyze information from a variety of **texts** to formulate conclusions and personal opinions

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## STANDARD 5: RESEARCH

Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources

### 5.1 BENCHMARK: RESOURCES

Understand the structure, organization and use of resources to gather information for research

- Use organizational features of printed **text** to locate information (e.g., prefaces, afterwards, appendices)
- Use organizational features of electronic information (e.g., keyword searches, Internet search engines, library and interlibrary catalog databases) to locate relevant information
- Recognize bias in a variety of **texts**
- Locate meanings, pronunciations and derivations of unfamiliar words independently using dictionaries, glossaries and other sources

### 5.2 BENCHMARK: ORGANIZATION OF INFORMATION

Use a variety of strategies to organize information

- Use note taking strategies to collect and synthesize information from a variety of resources

### 5.3 BENCHMARK: DOCUMENTATION

Document information sources

- Continue to define and refrain from **plagiarism**
- Practice the use of **MLA works cited style** to document sources used to create research **products**

### 5.4 BENCHMARK: RESEARCH PRODUCTS

Communicate the results of research

- Produce a documented report and/or media presentation with cited sources

## STANDARD 6: LITERATURE AND CULTURE

Students read and recognize literature as a record of human experience

### 6.1 BENCHMARK: LITERARY TERMINOLOGY

Recognize and use literary terminology

- Identify theme, allusion, aside, symbolism, imagery, soliloquy, **iambic pentameter**, tragedy, **irony** (dramatic, situational, verbal), paradox and tone accurately and explain how each literary technique adds meaning to **texts**
- Apply knowledge of literary terminology including setting, character, conflict, **plot**, resolution, dialect, **point of view** and metaphor and explain how each literary technique adds meaning to **texts**

### 6.2 BENCHMARK: READING GENRES

Read a variety of literary and informational texts

- Read, discuss and analyze a variety of **fiction** and **non-fiction texts** from the menu offered on the **PSD Novels List** including the required **texts** *The Odyssey*, *Romeo and Juliet* and *To Kill A Mockingbird*

### 6.3 BENCHMARK: CULTURE

Read to learn about culture

- Understand different expressions of world literature, including classic and contemporary authors and mythology

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**6.4 BENCHMARK: LITERARY ANALYSIS**

**Use a variety of strategies to understand and analyze texts**

- Read a given **text**, identify the theme and provide support from the **text** to support the analysis of theme

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