

# LANGUAGE ARTS

## Grades 9/10 Standards

### CONTENT STANDARD 1

#### 1. Reading

##### **A. Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

##### **B. Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and positions advanced.

##### **C. Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.

#### Performance Indicators

##### Vocabulary and Concept Development

- 1.A.9/10.1 Identify and use the literal and figurative meanings of words, and understand word derivation.
- 1.A.9/10.2 Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.
- 1.A.9/10.3 Identify and use knowledge of the origins of Greek, Roman, and Norse mythology to understand the meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo).

##### Structural Features of Informational Materials

- 1.B.9/10.1 Analyze both the structure and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purposes.
- 1.B.9/10.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

##### Comprehension and Analysis of Grade-Level-Appropriate Text

- 1.B.9/10.3 Generate relevant questions about readings on issues that can be researched.

- 1.B.9/10.4 Synthesize the content and ideas from several sources dealing with a single issue or written by a single author, and paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension
- 1.B.9/10.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 1.B.9/10.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., graphic calculators, specialized software programs, access guides to Internet worldwide websites).

#### Expository Critique

- 1.B.9/10.7 Critique the logic of functional documents by examining the sequence of information and procedures and the anticipation of possible reader misunderstandings.
- 1.B.9/10.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and how the author's intent affects the text's structure and tone (e.g., professional journals, editorials, political speeches, primary source material).

#### Structural Features of Literature

- 1.C.9/10.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue).
- 1.C.9/10.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

#### Narrative Analysis of Grade-Level-Appropriate Text

- 1.C.9/10.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and explain how they affect the plot.
- 1.C.9/10.4 Determine characters' traits by what they say about themselves in narration, dialogue, dramatic monologue and soliloquy.
- 1.C.9/10.5 Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.
- 1.C.9/10.6 Analyze and trace an author's development of time and

- sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 1.C.9/10.7 Recognize and understand the significance of a wide range of literary elements and techniques, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 1.C.9/10.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in text.
- 1.C.9/10.9 Explain how voice, persona, and the choice of a narrator affect tone, characterization, plot, and credibility of a text.
- 1.C.9/10.10 Identify and describe the function of dialogue, scene design, soliloquies, and asides and character foils in dramatic literature.

### Literary Criticism

- 1.C.9/10.11 Evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism.
- 1.C.9/10.12 Analyze how a work of literature is related to the themes and issues of its historical period.

## **CONTENT STANDARD 2**

### **2. WRITING**

#### **A. Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose. Students progress through the stages of the writing process as needed.

#### **B. Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in WRITING Standard 2.A.

### Organization and Focus

- 2.A.9/10.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
- 2.A.9/10.2 Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.

### Research and Technology

- 2.A.9/10.3 Use clear research questions and suitable research methods

- (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 2.A.9/10.4 Develop key ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses and definitions).
- 2.A.9/10.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents).
- 2.A.9/10.6 Integrate quotations and citations into written text, while maintaining the flow of ideas.
- 2.A.9/10.7 Use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the *Modern Language Association Handbook* or *Chicago Style Manual*).
- 2.A.9/10.8 Design and publish multi-page documents using advanced publishing software and graphic programs.

#### Revising and Evaluating Strategies

- 2.A.9/10.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context.
2. B.9/10.1 Write biographical, autobiographical narratives, and/or short stories that
- (a) narrate a sequence of events and communicate their significance to the audience.
  - (b) locate scenes and incidents in specific places.
  - (c) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions, movements and gestures; use of interior monologue, to depict the characters' feelings).
  - (d) pace the presentation of actions to accommodate changes in time and mood.
  - (e) make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details.
- 2.B.9/10.2 Write responses to literature that

- (a) demonstrate a comprehensive grasp of the significant ideas of works or passages.
- (b) support key ideas and viewpoints through accurate and detailed references to the text or to other works.
- (c) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- (d) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

2.B.9/10.3 Write expository compositions, including analytical essays and research reports that

- (a) marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- (b) convey information and ideas from primary and secondary sources accurately and coherently.
- (c) make distinctions about the relative value and significance of specific data, facts, and ideas.
- (d) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology.
- (e) anticipate and address readers' potential misunderstandings, biases, and expectations.
- (f) use technical terms and notations accurately.

2.B.9/10.4 Write persuasive compositions that

- (a) structure ideas and arguments in a sustained and logical fashion.
- (b) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief, relate a personal anecdote, case study, or analogy).
- (c) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- (d) address readers' concerns, counterclaims, biases, and expectations

- 2.B.9/10.5 Write business letters that
- (a) are clear and purposeful, and address the intended audience appropriately.
  - (b) use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the recipients.
  - (c) highlight central ideas or images.
  - (d) follow a conventional style, and use page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.B.9/10.6 Write technical documents (e.g., manual on rules of behavior for conflict resolution, procedures for conducting a meeting, transcription of minutes of a meeting) that
- (a) report and/or convey information and ideas logically and correctly.
  - (b) offer detailed and accurate specifications.
  - (c) include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
  - (d) anticipate readers' problems, mistakes, and misunderstandings.

### **CONTENT STANDARD 3**

#### **2. Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions that are appropriate to each grade level.

#### **Performance Indicators**

##### Grammar and Mechanics

- 3.9/10.1 Identify and use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives and participles), mechanics of punctuation (e.g., semi-colons, ellipses and hyphens).
- 3.9/10/2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 3.9/10.3 Demonstrate an understanding of proper English usage and

control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

- 3.9/10.4 Demonstrate control of grammar, paragraph and sentence structure, diction, syntax, and usage.
- 3.9/10.5 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 3.9/10.6 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

**CONTENT STANDARD 4**

**4. Listening and Speaking**

**Listening and Speaking Strategies**

Students formulate judgments about oral communication. They deliver focused, coherent presentations of their own that convey clear, distinct perspectives and solid reasoning. The use of gestures, tone and vocabulary are tailored to the audience and purpose.

**A. Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard English and the organizational and delivery strategies outlined in Listening and Speaking Standard 4A.

**Performance Indicators**

Comprehension

- 4.A.9/10.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 4.A.9/10.2 Compare and contrast how media genres (e.g., nightly news, news magazines, documentaries, on-line information) cover the same event.

Organization and Delivery of Oral Communication

- 4.A.9/10.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 4.A.9/10.4 Choose appropriate devices for introduction and conclusion (e.g., literary quotations, anecdotes, references to authoritative sources).

- 4.A.9/10.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, and conclusion), in formulating rational arguments and applying the art of persuasion and debate.
- 4.A.9/10.6 Present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 4.A.9/10.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 4.A.9/10.8 Produce concise notes for extemporaneous delivery.
- 4.A.9/10.9 Analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations (e.g., voice, gestures, eye contact).

#### Analysis and Evaluation of Oral and Media Communications

- 4.A.9/10.10 Analyze a group of historically significant speeches to find the rhetorical devices and features that make them memorable(e.g., Abraham Lincoln's *Gettysburg Address* and Martin Luther King's *I Have a Dream*).
- 4.A.9/10.11 Assess how language and delivery affect the mood and tone of the oral communication and impacts the audience.
- 4.A.9/10.12 Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 4.A.9/10.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 4.A.9/10.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* to Kenneth Branagh's 1990 film version).
- 4.B.9/10.1 Deliver narrative presentations (autobiographical or fictional) that
- (a) narrate a sequence of events and communicate their significance to the audience.
  - (b) locate scenes and incidents in specific places.

- (c) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions, movements, and gestures; and feelings of characters).
  - (d) pace the presentation of actions to accommodate time or mood changes.
- 4.B.9/10.2 Deliver expository presentations that
- (a) marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - (b) convey information and ideas from primary and secondary sources accurately and coherently.
  - (c) make distinctions about the relative value and significance of specific data, facts, and ideas.
  - (d) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology.
  - (e) anticipate and address the listener's potential misunderstandings, biases, and expectations.
  - (f) use technical terms and notations accurately.
- 4.B.9/10.3 Apply appropriate interviewing techniques
- (a) prepare and ask relevant questions.
  - (b) make notes of responses..
  - (c) use language that conveys maturity, sensitivity, and respect.
  - (d) respond correctly and effectively to questions.
  - (e) demonstrate knowledge of the subject or organization.
  - (f) compile and report responses.
  - (g) evaluate the effectiveness of the interview
- 4.B.9/10.4 Deliver oral responses to literature that
- (a) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages

(i.e., makes and supports warranted assertions about the text).

- (b) support key ideas and viewpoints through accurate and detailed references to the text or to other works.
- (c) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- (d) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

4.B.9/10.5 Deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that

- (a) structure ideas and arguments in a coherent, logical fashion.
- (b) use specific rhetorical devices to support assertions (e.g., by appeal to logic through reasoning, by appeal to emotion or ethical belief, by personal anecdote, case study, or analogy).
- (c) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs and logical reasoning.
- (d) anticipate and address the listener's concerns and counter-arguments.

4.B.9/10.6 Deliver descriptive presentations that

- (a) clearly establish the speaker's point of view on the subject of the presentation.
- (b) clearly establish the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
- (c) use factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory detail effectively.