

**OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
LANGUAGE ARTS CHECKLIST  
~GRADE 9~**

**Acquisition of Vocabulary**—Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

- \_\_\_ 1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
- \_\_\_ 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.
- \_\_\_ 3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
- \_\_\_ 4. Examine and discuss ways historical events have influenced the English language.
- \_\_\_ 5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
- \_\_\_ 6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Reading Process: Concepts of Print, Comprehension Strategies and**

**Self-Monitoring Strategies**—Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and

interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

- \_\_\_ 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
- \_\_\_ 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- \_\_\_ 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
- \_\_\_ 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

- \_\_\_ 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

**Reading Applications: Informational, Technical and Persuasive Text**—Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

- \_\_\_ 1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
- \_\_\_ 2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
- \_\_\_ 3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
- \_\_\_ 4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.
- \_\_\_ 5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
- \_\_\_ 6. Analyze the author's development of key points to support argument or point of view.
- \_\_\_ 7. Compare and contrast the effectiveness of the

features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

- \_\_\_8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

**Reading Applications: Literary Text—Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.**

- \_\_\_1. Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
- \_\_\_2. Analyze the influence of setting in relation to other literary elements.
- \_\_\_3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.
- \_\_\_4. Evaluate the point of view used in a literary text.
- \_\_\_5. Interpret universal themes across different works by the same author and different authors.
- \_\_\_6. Analyze how an author’s choice of genre affects the expression of a theme or topic.
- \_\_\_7. Explain how foreshadowing and flashback are used to shape plot in a literary text.
- \_\_\_8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.
- \_\_\_9. Analyze ways in which the author conveys mood

and tone through word choice, figurative language and syntax.

- \_\_\_10. Explain how authors use symbols to create broader meanings.
- \_\_\_11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.

**Writing Processes—Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.**

- \_\_\_1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- \_\_\_2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
- \_\_\_3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
- \_\_\_4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
- \_\_\_5. Use organizational strategies (e.g., notes and outlines) to plan writing.
- \_\_\_6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends

or elaborates on points or ideas in the writing.

- \_\_\_7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
- \_\_\_8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
- \_\_\_9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.
- \_\_\_10. Use available technology to compose text.
- \_\_\_11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
- \_\_\_12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
- \_\_\_13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
- \_\_\_14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
- \_\_\_15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
- \_\_\_16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- \_\_\_17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

**Writing Applications—Students need to understand that various types of writing require different language, formatting and special**

**vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.**

- \_\_\_\_1. Write narratives that:
  - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use a range of strategies and literary devices including figurative language and specific narration; and,
  - c. include an organized, well developed structure.
- \_\_\_\_2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
- \_\_\_\_3. Write business letters, letters to the editor and job applications that:
  - a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;
  - c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and
  - e. provide a sense of closure to the writing.
- \_\_\_\_4. Write informational essays or reports, including research that:
  - a. pose relevant and tightly drawn questions that engage the reader;
  - b. provide a clear and accurate perspective on the subject;
  - c. create an organizing structure appropriate to the purpose, audience and context;
  - d. support the main ideas with facts, details,

examples and explanations from sources; and

e. document sources and include bibliographies.

- \_\_\_\_5. Write persuasive compositions that:
  - a. establish and develop a controlling idea;
  - b. support arguments with detailed evidence;
  - c. exclude irrelevant information; and
  - d. cite sources of information.
- \_\_\_\_6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

**Writing Conventions—Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.**

- \_\_\_\_1. Use correct spelling conventions.
- \_\_\_\_2. Use correct capitalization and punctuation.
- \_\_\_\_3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
- \_\_\_\_4. Use parallel structure to present items in a series and items juxtaposed for emphasis.
- \_\_\_\_5. Use proper placement of modifiers.
- \_\_\_\_6. Maintain the use of appropriate verb tenses.

**Research—Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use**

**of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.**

- \_\_\_\_1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
- \_\_\_\_2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
- \_\_\_\_3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
- \_\_\_\_4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.
- \_\_\_\_5. Integrate quotations and citations into written text to maintain a flow of ideas.
- \_\_\_\_6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
- \_\_\_\_7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

**Communication: Oral and Visual—Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately**

**choose vocabulary to clarify points and adjust presentations according to audience and purpose.**

- \_\_\_1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
- \_\_\_2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
- \_\_\_3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
- \_\_\_4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.
- \_\_\_5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
- \_\_\_6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
- \_\_\_7. Vary language choices as appropriate to the context of the speech.
- \_\_\_8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
  - e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
- \_\_\_9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
- \_\_\_10. Deliver persuasive presentations that:
  - a. establish and develop a logical and controlled

- argument;
- b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
- c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;
- d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
- e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).