

**Groveport Madison Local School District**  
**Ninth Grade Language Arts Content Standards**  
**Planning Sheets**

**Standard: Reading Applications: Informational, Technical, and Persuasive Text**

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
<b>A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</b>				
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.			✓	
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).				✓
<b>B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.</b>				
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.		✓	✓	
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.			✓	✓
<b>C. Analyze whether graphics supplement textual information and promote the author's purpose.</b>				
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.			✓	✓
<b>D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</b>				
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.	✓			
<b>E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).</b>				
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.			✓	

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**Standard: Acquisition of Vocabulary**

**1st  
9 wks**

**2nd  
9 wks**

**3rd  
9wks**

**4th  
9 wks**

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
<b>A. Use context clues and text structures to determine the meaning of new vocabulary.</b>				
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	✓	✓	✓	✓
<b>B. Examine the relationships of analogical statements to infer word meanings.</b>				
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.	✓	✓	✓	✓
<b>C. Recognize the importance and function of figurative language.</b>				
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.		✓		
<b>D. Explain how different events have influenced and changed the English language.</b>				
4. Examine and discuss ways historical events have influenced the English language.	✓			
<b>E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.</b>				
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).	✓	✓		
<b>F. Use multiple resources to enhance comprehension of vocabulary.</b>				
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.			✓	

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**Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
<b>A. Apply reading comprehension strategies to understand grade-appropriate text.</b>				
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	✓	✓	✓	✓
<b>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</b>				
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	✓	✓	✓	✓
<b>C. Use appropriate self-monitoring strategies for comprehension.</b>				
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).				✓

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	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
<b>A. Apply reading comprehension strategies to understand grade-appropriate text.</b>				
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	✓	✓	✓	✓
<b>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</b>				
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	✓	✓	✓	✓
<b>C. Use appropriate self-monitoring strategies for comprehension.</b>				
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).				✓