

The North Dakota Standards and Benchmarks

Content Standards – DRAFT

English Language Arts Grade 9 – Content Only

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North Dakota Department of Public Instruction

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Standard 1: Students engage in the research process

Standard 1: Students Engage in the Research Process

BENCHMARK EXPECTATION

Grade 9

RESEARCH PLANNING

9.1.1. Choose a broad topic, state the problem, or question

9.1.2. Formulate a preliminary thesis statement

ACCESSING INFORMATION

See previous grade-level benchmarks and apply

EVALUATING RESEARCH INFORMATION

9.1.3. Cross-reference information

9.1.4. Evaluate relevancy of information

ORGANIZING RESEARCH INFORMATION

9.1.5. Organize information from a variety of sources; e.g., chronological

9.1.6. Summarize information

9.1.7. Identify and avoid plagiarism

9.1.8. Use primary and secondary sources

9.1.9. Use graphic organizer

PRESENTATION

9.1.10. Write research papers and presentations using a thesis and organized information

EVALUATING THE RESEARCH PROCESS

See previous grade-level expectations

Standard 2: Students engage in the reading process

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BENCHMARK EXPECTATION

Grade 9

LITERARY GENRES

- 9.2.1. Identify characteristics of a variety of fiction genres; i.e., novels, short stories, plays, and poetry
- 9.2.2. Identify the organizational features of fiction, drama, and poetry; i.e., stanza, act, scene, chapter, verse, and article

INFORMATIONAL GENRES

- 9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches

READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS

- 9.2.4. Identify persuasive writing
- 9.2.5. Locate redundancies in written texts to clarify meaning
- 9.2.6. Demonstrate oral reading fluency
- 9.2.7. Access prior knowledge to interpret meaning

PURPOSES FOR READING

- 9.2.8. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.

LITERARY ELEMENTS AND TECHNIQUES

- 9.2.9. Identify character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view
- 9.2.10. Explain author's use of literary techniques and devices; i.e., mood, foreshadowing, flashbacks, dialogue, and poetic license
- 9.2.11. Identify universal themes

Standard 2: Students engage in the reading process

BENCHMARK EXPECTATION

9.2.12. Explain ways in which the setting affects the development of a story

9.2.13. Analyze author's use of literary techniques and devices; i.e., foreshadowing and flashbacks

VOCABULARY

9.2.14. Use decoding/encoding, connotation, and denotation

9.2.15. Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

Standard 3: Students engage in the writing process

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BENCHMARK EXPECTATION

Grade 9

INFORMATIVE WRITING

9.3.1. Write expository texts; e.g., essays, directions, and letters

LITERARY/NARRATIVE WRITING

9.3.2. Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry

PERSUASIVE WRITING

9.3.3. Develop a composition detailing an opinion

PREWRITING

9.3.4. Develop a focus for a composition; e.g., a theme or unifying idea

9.3.5. Organize the ideas and details of a composition according to purpose

DRAFTING

9.3.6. Elaborate ideas through word choice and descriptions using grade-level vocabulary

9.3.7. Organize and write compositions for self and family

9.3.8. Use supporting details

LITERARY ELEMENTS AND TECHNIQUES

9.3.9. Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue

REVISING AND EDITING

9.3.10. Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order

Standard 3: Students engage in the writing process

BENCHMARK EXPECTATION

9.3.11. Arrange paragraphs in a logical progression

PUBLISHING/ PRESENTATION

9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work

Standard 4: Students engage in the speaking and listening process

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BENCHMARK EXPECTATION

Grade 9

PLANNING FOR AN AUDIENCE/PURPOSE

9.4.1. Analyze the audience and adjust message and wording to suit the purpose

VERBAL AND NONVERBAL COMMUNICATION

9.4.2. Use visual aids effectively in oral presentations

9.4.3. Use notes and manuscripts to make oral presentations

CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION

9.4.4. Engage in a group discussion

9.4.5. Use critical listening skills; i.e., reflection

Standard 5: Students understand media

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BENCHMARK EXPECTATION

Grade 9

MEDIA GENRES

9.5.1. Identify existing and developing media

USING MEDIA FOR A PURPOSE

9.5.2. Access media; e.g. television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals, for a variety of purposes

INTERPRETING MEDIA

9.5.3. Compare and contrast a written work and a media version

Standard 6: Students understand and use principles of language

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BENCHMARK EXPECTATION

Grade 9

LANGUAGE CONVENTIONS/MECHANICS

- 9.6.1. Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns
- 9.6.2. Use conventions of grammar related to parts of speech; i.e., verb tense and agreement
- 9.6.3. Use conventions of punctuation

LITERARY ELEMENTS AND TECHNIQUES

- 9.6.4. Identify idiomatic language and figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox
- 9.6.5. Identify the use of sound patterns in language; i.e., alliteration, assonance, and consonance
- 9.6.6. Interpret symbolism

LANGUAGE CONTEXT

- 9.6.7. Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary
- 9.6.8. Identify gender perspectives in language; i.e., biased language