

**Jemez Valley Public Schools**  
**9TH GRADE LANGUAGE ARTS • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
------------	-------------	--------------	-------------

Strand I: Reading and Listening for Comprehension  
Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

<p>Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms (all semester)</p> <p>Examine texts for arguments and develop informed opinions by:  (a) examining relevant reason and evidence  (b) analyzing the style, tone, and use of language for a particular effect  (c) identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</p> <p>Demonstrate comprehension of major ideas</p> <p>Scan reading selections to determine whether a text contains relevant information</p> <p>Use discussion with peers as a way of understanding information</p>	<p>Synthesize a variety of types of visual information including pictures and symbols □□Demonstrate the ability to read and listen to explanatory texts using appropriate preparation, engagement and reflection □□Summarize major steps (all semester) □□Form and refine a question for investigation using a topic of personal choice and answer that questions by: □(a) deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media) □(b) prioritizing and organizing information □(c) incorporating effective media and technology to inform or explain □(d) reporting in an appropriate form for a specified audience □□Use a variety of techniques for researching topics including: □(a) cross-referencing while gathering information (all semester) □(b) summarizing dialogue (all semester) □(c) using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources) (all semester)</p>	<p>Examine texts for arguments by noting the progression of ideas</p> <p>Support informed opinions by:  (a) providing relevant and convincing reasons  (b) using various types of evidence, language, and organizational structure  (c) demonstrating an awareness of possible questions, concerns, or counter-arguments</p> <p>Create and use criteria to evaluate the effectiveness of communication</p> <p>Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts</p> <p>Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video)</p>	<p>Instruct an audience in how to perform a specific operation or procedure by: □(a) considering the audience’s degree of knowledge or understanding □(b) providing complete and accurate information □(c) using visuals and media to make effective presentations and products □(d) using layout and design elements to enhance presentations and products □□Logically organize solutions for a specific audience</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Jemez Valley Public Schools**  
**9TH GRADE LANGUAGE ARTS • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
------------	-------------	--------------	-------------

Strand II: Writing and Speaking for Expression  
Standard: Students will communicate effectively through speaking and writing.

<p>Ask questions to broaden and enrich discussions Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation (all semester) □□ Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice (all semester) □□ Use descriptive language to create images in the mind of the audience □□ Analyze the origins and meanings of common, learned, and foreign words used frequently in written English</p>	<p>Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader’s interest      □□ Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose      □□ Evaluate personal effectiveness in group discussions and make corrections as necessary      □□ Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax (all semester)</p>	<p>Use jargon and/or lingo appropriate for a specific purpose and audience      □□ Compose written arguments that develop and support informed opinions by: (a) stating a progression of ideas (all semester) (b) selecting appropriate style, tone, and use of language for a particular effect (all semester) (c) describing and analyzing personal, social, historical, or cultural influences (all semester) (d) presenting rhetorical strategies to support the proposal (all semester)</p>	<p>Develop presentations using clear research questions and creative and critical research strategies</p>
<p>Quadrant I</p>	<p>Quadrant II</p>	<p>Quadrant III</p>	<p>Quadrant IV</p>
<p>Strand III: Literature and Media          Standard: Students will use literature and media to develop an understanding of people, societies, and the self.</p>			
<p>Compare and contrast the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic (all semester) □□ Make thematic connections between literary works and contemporary issues (all semester) □□ Explain the effects of point of view on the reader’s understanding of a literary work (all semester) □□ Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience an understanding of a student’s personal reactions</p>	<p>Compare words and symbols that express a universal theme and reflect upon personal perspective and response          Analyze the way in which literature and media are related to the themes and issues of their historical context          Demonstrate an understanding of why certain literary works may be considered classics          Respond to a variety of literary works and media that offer an audience a sense of how the reaction results from careful consideration of the text</p>	<p>Respond to a variety of literary works and media that offer an audience an awareness of how personal and cultural influences affect the response Identify and use personification and figures of speech in writing</p>	<p>Analyze arguments, concepts and perspectives presented in literary works and fiction</p>