



OHIO
Academic Content Standards
K-12 English Language Arts
Benchmarks and Indicators by Grade Level
Grade Nine

***Writer's Choice: Grammar and Composition Grade 9* © 2005**

BENCHMARKS AND INDICATORS	PAGE REFERENCES
Phonemic Awareness, Word Recognition and Fluency	
Acquisition of Vocabulary	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	SE: 257, 820-822 TWE: MIN 264, 298, 350
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.	SE: 145-146, 814, 817, 854-855, 857 <i>Using Computers</i> 303 TWE: TW 46 MIN 146, 246, 855 Te 302 EE 900
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	SE: 25, 842 TWE: EL 125 CT 168
4. Examine and discuss ways historical events have influenced the English language.	SE: 783-784, 785, 786-787, 788, 789-790, 792-793, 794, 795-796, 797 TWE: EL 916
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).	SE: 823-826, 854 TWE: T47 Te 443 EE 825
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	SE: 812-817, 819-820 <i>Using Computers</i> 303 TWE: MIN 18, 146, 298, 350, 790 CT 202
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	SE: 248-249, 840-841 TWE: Te 30, 127, 260 ARS 42, 44, 165, 213 CaC 219
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	SE: 7, 50, 57, 119, 137, 172, 179, 220, 280, 287 TWE: ARS 48

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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.	SE: 839-840 <i>Exercise 1</i> 784 TWE: ARS 42, 44, 48, 113, 116, 168, 278 IC 124 RWC 128 EE 129
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	SE: <i>Writing Activities</i> 3, 159 <i>Journal Writing</i> 29, 33 <i>Write a Response</i> 35 <i>Write an Analysis</i> 107 <i>Writing Across the Curriculum</i> 221 TWE: Te 201, 202
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	SE: 950 <i>Journal Writing</i> 29, 33 <i>Writing Activities</i> 31, 159 <i>Write a Response</i> 35 TWE: DQ 2, 174, 282, 322
Reading Applications: Informational, Technical and Persuasive Text	
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.	SE: 84-86, 90, 220, 240-242, 517, 537 TWE: TW 43, 46, 277 Te 186, 229
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	SE: 950 <i>Journal Writing</i> 229 <i>Using Computers</i> 295, 311 <i>A Critic's Checklist</i> 310 <i>Writing Across the Curriculum</i> 357 TWE: ARS 217 EE 910
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	SE: 249, 250, 253-254, 263, 270, 309, 843-846 TWE: VR 186 RWC 254 Te 426-427, 429 EE 914
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.	SE: 293-294, 328-329, 809-810, 841, 951 <i>Writing Activities</i> 295 <i>Viewing and Representing</i> 299 <i>Listening and Speaking</i> 307 <i>Exercise 3</i> 842 TWE: Te 234 CT 318

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5. Analyze an author’s implicit and explicit argument, perspective or viewpoint in text.	SE: 227, 280, 287, 292-294, 310, 320 <i>Using Computers</i> 231 <i>Listening and Speaking</i> 291 <i>Writing Activities</i> 295 TWE: Te 269 CT 278 ARS 318
6. Analyze the author’s development of key points to support argument or point of view.	SE: 227, 232-234, 287, 292-294, 320 <i>Writing Activities</i> 235, 295 <i>Listening and Speaking</i> 291, 307 TWE: T48 Te 229, 290
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).	SE: <i>Activity</i> 413 TWE: Te 415, 416, 424 CL 419 LS 432
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	SE: 287, 901 <i>Listening and Speaking</i> 291, 307 <i>Viewing and Representing</i> 299 TWE: LS 127 Te 297, 305
Reading Applications: Literary Text	
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.	SE: 106, 112, 119, 152-154, 156-158, 192 <i>Write an Analysis</i> 107 <i>Writing Activities</i> 159 TWE: ARS 46 LE 114, 115 CaC 171
2. Analyze the influence of setting in relation to other literary elements.	SE: 106, 148-150, 172 (2), 180, 202, 269-271 <i>Write an Analysis</i> 107 <i>Write to Analyze Setting</i> 203 TWE: Te 181 ARS 277
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	SE: 106, 179 (2), 185-186, 196-197, 269-271 <i>Write an Analysis</i> 107 <i>Viewing and Representing</i> 187 TWE: CT 115 Te 181, 193 LE 218
4. Evaluate the point of view used in a literary text.	SE: 137 (4), 204-206, 227 (1) <i>Write to Analyze</i> 207 TWE: WRW 166 TW 317

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5. Interpret universal themes across different works by the same author and different authors.	SE: 269-271 TWE: RWC 135
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	SE: 4-7, 24-26, 127, 269 TWE: WRW 166
7. Explain how foreshadowing and flashback are used to shape plot in a literary text.	SE: 22, 200-201, 220 (3) <i>Writing Activities</i> 203 TWE: CT 169 TW 216
8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	Humor in writing is discussed on the following pages: SE: 135-136, 819 TWE: EL 125 RWC 135
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	SE: 7, 25, 50 (3), 137, 139, 148, 201 <i>Listening and Speaking</i> 27, 151 <i>Writing Activities</i> 203 TWE: Te 149 LE 166 CT 168
10. Explain how authors use symbols to create broader meanings.	SE: 901 TWE: TW 118 CT 169, 218
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	SE: 25, 26, 137 (1) <i>Listening and Speaking</i> 27, 151
Writing Processes	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	SE: 62-65, 105, 108-109, 258, 906 <i>Prewriting Options</i> 37 <i>Writing Activities</i> 67 TWE: Te 6, 9, 13
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	SE: 37, 63, 72-74, 106, 109, 258-259 <i>Using Computers</i> 67 <i>Writing Activities</i> 75 TWE: Te 13 MIN 230
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	SE: 84-86, 106, 110, 162, 209, 259-260, 289, 332-333, 906-907, 947 <i>Write a Letter</i> 291
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	SE: 36, 58, 68-70, 108-109, 160, 258, 313, 906 <i>Writing Activities</i> 71, 247
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	SE: 38, 66, 76-77, 84-86, 150, 259, 327, 330-331, 906-907, 947

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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.	SE: 126-127, 238, 242, 246, 259-260, 263, 907, 946 <i>Revising Checklist</i> 110 <i>Writing Activities</i> 239, 243, 247
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	SE: 360-364, 365-368, 369-372, 373-376, 377-380, 381-385, 517, 940-943, 948 <i>Write About Reading</i> 280
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.	SE: 77-78, 80-82, 88-90, 92-94, 943-945 <i>Writing Activities</i> 79, 87, 91, 107 <i>Check Your Paragraphs</i> 83
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.	SE: 38, 81, 94, 130, 144-146, 209, 232-234, 260, 948 <i>Write About Reading</i> 50 <i>Check Your Paragraphs</i> 83 <i>Writing Activities</i> 147
10. Use available technology to compose text.	SE: 906-908, 952 <i>Using Computers</i> 79, 99, 103, 147, 255, 271, 299 <i>Revising Tip</i> 947
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	SE: 59, 92-94, 110, 266, 274, 344-347 <i>Writing Activities</i> 95 <i>Vocabulary Tip</i> 140 <i>Revising Tip</i> 246, 259
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	SE: 59, 94, 266, 344-347 <i>Grammar Tip</i> 139 <i>Vocabulary Tip</i> 150 <i>Revising Tip</i> 158 <i>Editing Tip</i> 266
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	SE: 94, 242, 344-347, 354, 954 <i>Journal Writing</i> 89 TWE: Te 238
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	SE: 808-810, 812-817, 832, 907-908 <i>Vocabulary Tip</i> 146, 198 <i>Using Computers</i> 147, 299, 303 <i>Revising Tip</i> 301 TWE: MIN 146 TT 830
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.	SE: 39, 59, 96-98, 111, 163, 211, 275, 348-349, 948 <i>Writing Activities</i> 99

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16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	SE: 38, 94 <i>Self-Evaluation</i> 39, 211, 275, 315 <i>Revising Checklist</i> 210 <i>Evaluation Rubric</i> 348 TWE: A 99, 271
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.	SE: 39, 59, 100-102, 111, 163, 908, 948, 952 <i>Writing Activities</i> 103 TWE: EE 38
Writing Applications	
1. Write narratives that: a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);	SE: 180, 184-186, 196-197, 200-202, 208-211 <i>Write About Reading</i> 172 <i>Writing Activities</i> 187 <i>Write a Sports Narrative</i> 199
b. use a range of strategies and literary devices including figurative language and specific narration; and,	SE: 188-190, 192-194, 204-206, 208-211, 300-301 <i>Writing Activities</i> 191, 195, 207
c. include an organized, well-developed structure.	SE: 196-198, 208-211, 270 <i>Writing Activities</i> 199 TWE: Te 186
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.	SE: 104-106, 156-158 <i>Writing Activities</i> 107, 159, 207 <i>Write About Reading</i> 119 <i>Write to Analyze Setting</i> 203 <i>Writing Across the Curriculum</i> 221 TWE: CaC 171, 219
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;	SE: 417, 418, 419, 420, 422, 423 <i>Write A Letter</i> 291 TWE: CL 178
b. follow the conventional style appropriate to the text using proper technical terms;	SE: 413-420, 421, 422, 423
c. include appropriate facts and details;	SE: 417, 422, 423 <i>Write A Letter</i> 291
d. exclude extraneous details and inconsistencies; and	SE: 293-294, 296-298, 419
e. provide a sense of closure to the writing.	SE: 416 <i>Write A Letter</i> 291

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4. Write informational essays or reports, including research, that: a. pose relevant and tightly drawn questions that engage the reader;	SE: 65, 73, 263, 950-951 <i>Writing Activities</i> 267 TWE: T45
b. provide a clear and accurate perspective on the subject;	SE: 265, 272-275, 332-333, 344-347 <i>Writing Activities</i> 267 <i>Writing Across the Curriculum</i> 357
c. create an organizing structure appropriate to the purpose, audience and context;	SE: 229-230, 234, 237-238, 240-242, 248-250, 330-331 <i>Writing Activities</i> 231, 239, 243, 247
d. support the main ideas with facts, details, examples and explanations from sources; and	SE: 232-234, 260, 265, 272-275, 326 <i>Write an Expository Paragraph</i> 231 <i>Writing Activities</i> 235, 261 <i>Writing Across the Curriculum</i> 281, 357 TWE: T45
e. document sources and include bibliographies.	SE: 326-329, 338-342, 356, 951-952, 953, 954, 955 <i>Writing Activities</i> 343 <i>Writing Across the Curriculum</i> 357
5. Write persuasive compositions that: a. establish and develop a controlling idea;	SE: 289, 304-306, 308-310, 312-315 <i>Write a Letter</i> 291 <i>Writing Activities</i> 303, 307, 311 <i>Write About Reading</i> 320 <i>Writing Across the Curriculum</i> 321
b. support arguments with detailed evidence;	SE: 289-290, 292-294, 306, 308-310, 312-315 <i>Write a Letter</i> 291 <i>Writing Activities</i> 307, 311 <i>Writing Across the Curriculum</i> 321, 357 TWE: T44
c. exclude irrelevant information; and	SE: 293-294, 296-298, 335 <i>Write a Persuasive Argument</i> 299
d. cite sources of information.	SE: 951-952, 953, 954, 955 <i>Writing Across the Curriculum</i> 357
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	SE: 8-10, 12-14, 24-26, 28-30 <i>Writing Activities</i> 11, 15, 27, 31 <i>Journal Writing</i> 33, 189 <i>Collect Your Thoughts</i> 320
Writing Conventions	
1. Use correct spelling conventions.	SE: 348-349, 828-835, 907, 948 <i>Spelling</i> 35 <i>Using Computers</i> 99, 163 <i>Listening and Speaking</i> 155 <i>Cross-Curricular Activity</i> 239 TWE: Te 907
2. Use correct punctuation and capitalization.	SE: 406-411, 654-655, 710-729, 730-779 <i>Grammar Link</i> 61, 87, 107, 179 <i>Editing/Proofreading Questions</i> 111 TWE: TW 169

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3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	SE: 408-409, 523-527, 528-536, 537, 539, 540, 545-547, 548-549, 550-551, 741, 744 <i>Grammar Link 7</i>
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	SE: 364, 941-942 <i>Check Your Paragraphs 91</i> <i>Revising Tip 94, 270, 375</i> TWE: Te 90
5. Use proper placement of modifiers.	SE: 404-405, 670-675, 676-684, 685 <i>Grammar Link 99</i> <i>Grammar Tip 297</i>
6. Maintain the use of appropriate verb tenses.	SE: 582-585, 586-588, 589-591, 592-593, 594-595, 596-597, 598-606, 607 <i>Grammar Link 11, 155, 239, 295</i>
Research	
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.	SE: 65-66, 73, 326, 950-951 <i>Listening and Speaking 183</i> <i>Writing Activities 267</i> <i>Your Research Paper 329</i> TWE: CL 56 Te 326
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	SE: 72, 273, 326, 801-805, 806-810, 906, 909-911, 950 <i>Writing Activities 75</i> <i>Using Computers 261</i> TWE: Te 327-328
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.).	SE: 293-294, 328-329, 339, 809-810, 950-951 <i>Writing Activities 295</i> <i>Viewing and Representing 299</i> TWE: Te 327
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.	SE: 73, 258-260, 264-265, 273, 326-329, 330-331, 333, 334-337 <i>Writing Activities 75</i> TWE: Te 225 MIN 332
5. Integrate quotations and citations into written text to maintain a flow of ideas.	SE: 128-129, 258-259, 327-329, 339, 350, 353, 952 TWE: Te 351
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	SE: 329, 338-342, 350, 356, 951-952, 953, 954, 955 <i>Writing Activities 343</i> <i>Writing Across the Curriculum 357</i>

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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.	SE: 275, 315, 348-349, 917, 952 <i>Listening and Speaking</i> 35, 267 <i>Writing Across the Curriculum</i> 357 TWE: LS 123, 127
Communication: Oral and Visual	
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.	SE: 434-435, 885-887, 891, 892 <i>Listening and Speaking</i> 239 TWE: LS 39, 110, 163, 355 WRW 48 Te 270
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.	SE: 886-887, 901 <i>Viewing and Representing</i> 299 <i>Listening and Speaking</i> 307 TWE: Te 294 TW 319
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.	SE: 886, 900-901 <i>Listening and Speaking</i> 239 <i>Viewing and Representing</i> 299 TWE: RWC 887
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.	SE: 308-310, 887, 900-901 <i>Viewing and Representing</i> 99 <i>Listening and Speaking</i> 151, 307 <i>Write a Movie Review</i> 311 TWE: EE 900
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	SE: 888-890, 891 <i>Listening and Speaking</i> 71
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	SE: 890 <i>Listening and Speaking</i> 27, 271 <i>Cross-Curricular Activity</i> 199 TWE: LS 163
7. Vary language choices as appropriate to the context of the speech.	SE: 888-890 <i>Listening and Speaking</i> 71
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;	SE: 888-889, 916-917 <i>Listening and Speaking</i> 35, 251 TWE: LS 123 CL 917
b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	SE: 889-890, 916-917 <i>Listening and Speaking</i> 251

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c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	SE: 889, 916-917 TWE: LS 123, 127
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and	SE: 889, 915-917 <i>Viewing and Representing</i> 61 TWE: LS 123
e. draw from multiple sources, including both primary and secondary sources, and identify sources used.	SE: 889, 915-916 <i>Listening and Speaking</i> 35, 251
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	SE: <i>Listening and Speaking</i> 151, 251 <i>Cross-Curricular Activity</i> 199 <i>Viewing and Representing</i> 243
10. Deliver persuasive presentations that:	SE: 888-889, 312-315 <i>Listening and Speaking</i> 307
a. establish and develop a logical and controlled argument;	SE: 312-315, 889-890 <i>Listening and Speaking</i> 307
b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;	SE: 306 <i>Listening and Speaking</i> 307
c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;	SE: 312-315, 889
d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and	SE: 889
e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	

Codes Used for TWE Pages

A	Assess
ARS	Active Reading Strategies
CaC	Compare and Contrast
CL	Civic Literacy
CT	Critical Thinking
DQ	Discussing the Quotation
EE	Enrichment and Extension
EL	Exploring Language
IC	Internet Connection
LE	Literary Elements
LS	Listening and Speaking
MIN	Meeting Individual Needs
RWC	Real World Connection
Te	Teach
TT	Technology Tip
TW	6+1 Trait Writing
VR	Viewing and Representing
WRW	Writing in the Real World