

Lake Washington School District  
Teaching and Learning Framework

# **Ninth Grade**

## English/LA/Reading

Power Standards | October 2007

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# Ninth Grade | English/LA/Reading

## Word Recognition, Vocabulary and Fluency

### Power Standards

Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.

### Evidence of Learning

Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., salon as a historical reference to political gatherings as opposed to a beauty salon), into written and oral communication.

Explain the meaning of content-specific vocabulary words (e.g., regeneration, isolationism, emancipation, polarized).

Select, from multiple choices, the meaning of a word identified in the text.

Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., the concept of parallel in mathematics to understand parallelism).

## Comprehension Skills and Strategies

### Power Standards

Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

### Evidence of Learning

State both literal and/or inferred main ideas and provide supporting text-based details.

State the theme/message and supporting details in culturally relevant literary/narrative text.

Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.

Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.

Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.

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Analyze literary/story elements.

Interpret the interdependence and interaction of characters, theme, conflict, and resolution (e.g., in a short story, novel, epic poem).

Compare/contrast how recurring themes are treated by diverse authors or in different genres.

Select, from multiple choices, a word or sentence that best describes a specific story element (e.g., character, conflict, resolution).

## Reading for Different Purposes in a Variety of Genres/Texts

### Power Standards

Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Analyze and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.

### Evidence of Learning

Examine materials to determine appropriate primary sources and secondary sources to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, oral records, research summaries, scientific and trade journals).

Examine the ways in which works of literature are related to the issues and themes of their historical periods (e.g., the Gold Rush, civil rights movement, post-World War II Europe).

Critique the contribution to society made by traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., individual needs vs. needs of society, community maintenance, civil disobedience, humanity's relationship with nature).

## Developing Reading Goals and Interests

### Power Standards

Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.

### Evidence of Learning

Set goals for reading and develop a reading improvement plan.

Track reading progress through the use of such tools as portfolios, reflection journals, self-scoring rubrics.