



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 9
***Writer's Choice: Grammar and Composition Grade 9* © 2005**

OBJECTIVES	PAGE REFERENCES
Reading Goals and Indicators Ninth Grade Reading	
Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.	
Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.	
9.R.1.1 Students are able to use various reading and study strategies to increase comprehension. To meet this standard students may:	SE: 12-14, 15, 28-30, 31 TWE: C 15, 31 ELL 30 JWT 13 T 14
<ul style="list-style-type: none"> demonstrate use of close reading skills (for example: double entry journal, notation techniques); demonstrate use of pre-reading strategies (for example: word webbing, skimming, scanning, questioning). 	SE: 839-840 TWE: F 40, 112, 164, 212, 276, 316, 839 LD 840
Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.	
9.R.2.1 Students are able to analyze and summarize an author's use of complex literary elements. To meet this standard students may:	SE: 841-842 TWE: EE 841 ELL 842
<ul style="list-style-type: none"> give examples of the use of foreshadowing and flashback to reveal character and plot (for example: "The Secret Life of Walter Mitty," <i>The Odyssey</i>, <i>Romeo and Juliet</i>, <i>To Kill a Mockingbird</i>, <i>Great Expectations</i>, <i>Our Town</i>); compare the use of time and sequence in a novel or a play and its film adaptation (for example: <i>The Glass Menagerie</i>, <i>To Kill a Mockingbird</i>, <i>Of Mice and Men</i>, <i>Romeo and Juliet</i>, <i>The Miracle Worker</i>). 	SE: 841-842 TWE: EE 841 ELL 842 <i>Literature Models can be adapted to demonstrate this objective.</i>
9.R.2.2. Students are able to analyze and describe the effect of figurative language and other literary devices in various genres. To meet this standard students may:	SE: 841-842 TWE: EE 841 ELL 842
<ul style="list-style-type: none"> Explain the function of personification, simile, metaphor, and alliteration in a work (for example: <i>Of Mice and Men</i>, <i>The Diary of Anne Frank</i>, <i>The Miracle Worker</i>, poetry). 	<i>Literature Models can be adapted to demonstrate this objective.</i>

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Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.	
<p>9.R.3.1. Students are able to analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods. To meet this standard students may:</p> <ul style="list-style-type: none"> classify various websites in terms of accuracy and reliability (for example: Mankato’s college web site, Civil War Homepage, How Things Work); 	<p>TWE: CC 118 CL 56 CuC 55 EE 280 LE 49 VA 117, 318 WRW 48, 166</p>
<ul style="list-style-type: none"> appraise the literary merit of contemporary song lyrics (for example: Jewel, Leonard Cohen, Bruce Springsteen, Alanis Morissette, Paul Simon). 	<p>SE: 24-26, 27</p>
Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	
<p>9.R.4.1 Students are able to compile and evaluate potential sources for research projects. To meet this standard students may:</p> <ul style="list-style-type: none"> compare research tools and recommend the most useful sources among them (for example: computerized data, cataloging systems, <i>Reader’s Guide</i>, reference books); 	<p>SE: 324-329, 338-342, 843-846, 950-952 <i>Vocabulary Tip</i> 329 TWE: ELL 326, 328 T 808, 809</p>
<ul style="list-style-type: none"> use the media center for study and research (for example: computerized data, cataloging systems, <i>Reader’s Guide</i>, reference books). 	<p>SE: 799-800, 801-805, 806-810 TWE: ELL 810 IC 803, 809 LS 800 RWC 804 TT 805</p>
<p>Goals and Indicators Writing Standards Ninth Grade Writing</p>	
<p>Goal 1: Students will write effectively for different audiences and specific purposes.</p>	
<p>Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.</p>	
<p>9.W.1.1 Students are able to analyze speaker, audience, and purpose when planning, writing, and revising various essays. To meet this standard students may:</p> <ul style="list-style-type: none"> modify tone to fit purpose and audience (for example: descriptive, narrative, expository, and persuasive writing). 	<p>SE: 58-61, 62-66, 68-71, 160-161, 208-209, 272-273, 312-313, 324-329</p>
<p>Indicator 2: Students are able to use various strategies and techniques to improve writing quality.</p>	
<p>9.W.2.1 Students are able to use language and visuals to enhance characterization, plot development, and reader response. To meet this standard students may:</p> <ul style="list-style-type: none"> select words for their sensory qualities; 	<p>SE: 24-27, 84-87, 138-143, 144-147, 196-199, 232-235, 256-261 TWE: C 147 ELL 146 VR 141</p>

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<ul style="list-style-type: none"> compose sentences containing words with negative, neutral, and positive connotations. 	SE: 248-251, 268-271, 302, 303 TWE: LS 86 T 145
Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.	
9.W.3.1 Students are able to demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. To meet this standard students may: <ul style="list-style-type: none"> distinguish between clearly written sentences and sentences that contain errors in expression or construction; 	SE: 96-99, 163, 344-346, 381-385, 676-684 <i>Editing Checklist</i> 211 <i>Editing/Proofreading Checklist</i> 163, 315 <i>Editing Questions</i> 275
<ul style="list-style-type: none"> understand sentence construction and standard English usage (for example: parallelism, subordination, modifier placement, subject/verb agreement, consistency of verb tense). 	SE: 553-554, 555-557, 558-568, 586-588, 598-606, 609-621, 622-630, 659-675, 676-684
Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.	
9.W.4.1 Students are able to present information and ideas from primary and secondary sources accurately and clearly. To meet this standard students may: <ul style="list-style-type: none"> conduct interviews for a specific purpose; 	SE: 22-23, 73-74, 75, 176-179, 892 TWE: C 892
<ul style="list-style-type: none"> summarize information from text(s); 	SE: 327-329, 431
<ul style="list-style-type: none"> document sources accurately; 	SE: 338-342, 343 <i>Editing Tip</i> 341 TWE: ELL 342 T 339, 341, 342
<ul style="list-style-type: none"> cite sources using both direct and indirect quotations. 	SE: 338-342, 343 <i>Editing Tip</i> 341 TWE: ELL 342 T 339, 341, 342
Listening and Viewing Standards Ninth Grade Listening and Viewing	
Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	
Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.	
9.L.1.1 Students are able to determine the effect of verbal cues on a message. To meet this standard students may: <ul style="list-style-type: none"> describe the speaker's use of diction, syntax, tone, rate, pitch, and volume (for example: peer presentations, comedians, great speeches). 	SE: 27, 71, 75, 151, 195, 203, 251, 307, 885-887 TWE: LS 39, 86

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<p>9.L.1.2 Students are able to analyze how non-verbal communication can influence the credibility and interpretation of the message. To meet this standard students may:</p> <ul style="list-style-type: none"> determine the use and effect of eye contact, facial expression, gestures, and posture (for example: speeches by peers, guest speakers, talk shows, music videos, soap operas). 	<p>SE: 15, 27, 71, 75, 195, 267, 271, 307, 885-887 TWE: LS 70, 110</p>
<p>Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</p>	
<p>9.L.2.1 Students are able to evaluate evidence in informational text. To meet this standard students may:</p> <ul style="list-style-type: none"> determine credibility, validity, and relevance of a message (for example: statistics, testimonies, anecdotes). 	<p>SE: 308-310, 894-898, 899-901 TWE: CL 895 EE 896, 900 IC 901</p>
<p>9.L.2.2 Students are able to use note-taking techniques to record, synthesize, and retrieve information. To meet this standard students may:</p> <ul style="list-style-type: none"> identify main ideas and transitions (for example: history lecture, guest speakers, political cartoons, famous speeches, news stories). 	<p>SE: 239, 251, 327-329, 837-838 <i>Journal Writing</i> 309 TWE: ELL 328, 838 LS 335 T 837</p>
<p style="text-align: center;">Speaking Standards Ninth Grade Speaking</p>	
<p>Goal 3: Students are able to speak effectively in a variety of formal and informal situations.</p>	
<p>Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.</p>	
<p>9.S.1.1 Students are able to choose logical patterns of organization to inform, persuade, or unite audiences. To meet this standard students may:</p> <ul style="list-style-type: none"> outline the main ideas of the body of a speech (for example: informative, persuasive); 	<p>SE: 35, 291, 307, 888-891 TWE: LS 127</p>
<ul style="list-style-type: none"> recognize and identify development by spatial, chronological, topical, or cause/effect order (for example: famous speeches, news stories). 	<p>SE: 71, 203, 307, 888-891 TWE: LS 127</p>
<p>9.S.1.2 Students are able to clarify and defend positions with precise and relevant evidence. To meet this standard students may:</p> <ul style="list-style-type: none"> find expert opinion, fact, and statistics to support arguments (for example: group discussion, persuasive speech). 	<p>SE: 183, 251, 291, 307, 892 TWE: EE 129 RWC 128</p>

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<p>9.S.1.3 Students are able to monitor audience for non-verbal feedback. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> recognize the emotional and cultural significance of specific facial expressions and body postures (for example: slouching, frowning, nodding, smiling). 	<p>SE: 151, 892, 888-891 TWE: T 890</p>
<p>Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.</p>	
<p>9.S.2.1 Students are able to analyze vocabulary and terminology appropriate for the audience. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> choose level of language and degree of formality for communication (for example: speaking before an elementary classroom, before peers); 	<p>SE: 35, 67, 71, 75, 195, 888-891 TWE: LS 127</p>
<ul style="list-style-type: none"> use appropriate grammar, sentence structure, and syntax in various speaking situations (for example: public service speaking, sales). 	<p>SE: 87, 95, 155</p>
<p>9.S.2.2 Students are able to contribute effectively in group discussions to solve specific problems. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> solve a problem in a roundtable discussion (for example: listening, constructive comments). 	<p>SE: 67, 79, 195, 267, 891-892 TWE: ELL 336 LS 337</p>
<p>9.S.2.3 Students are able to use visual aids and technology to support presentations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> create a presentation using at least one multimedia aid (for example: PowerPoint, graph, chart, recording). 	<p>SE: 271, 902-904, 912-914, 915-917 TWE: EE 914 EL 916 LS 335 TT 890</p>

Codes Used for TWE Pages

C	Close
CC	Compare and Contrast
CL	Civic Literacy
CuC	Cultural Connection
EE	Enrichment and Extension
EL	Exploring Language
ELL	English Language Learners
F	Focus
IC	Internet Connection
JWT	Journal Writing Tip
LD	Learning Disabled
LE	Literary Elements
LS	Listening and Speaking
RWC	Real World Connection
T	Teach
TT	Technology Tip
VA	View the Art
VR	Viewing and Representing
WRW	Writing in the Real World