



**SOUTH DAKOTA**  
**Reading and Communication Arts Standards Grade 9**  
***Literature: The Reader's Choice Course 4* © 2002**

OBJECTIVES	PAGE REFERENCES
<b>Reading Goals and Indicators</b> <b>Ninth Grade Reading</b>	
<b>Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.</b>	
<b>Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.</b>	
<b>9.R.1.1 Students are able to use various reading and study strategies to increase comprehension. To meet this standard students may:</b>	SE: 4, 106, 453, R84-R85, R93, R97 TWE: RJ 4, 438, 564 RM 119
<ul style="list-style-type: none"> <li>demonstrate use of close reading skills (<b>for example:</b> double entry journal, notation techniques);</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrate use of pre-reading strategies (<b>for example:</b> word webbing, skimming, scanning, questioning).</li> </ul>	SE: 4, 7, 16, 244, 498, R82, R85, R93 TWE: RM 49, 80
<b>Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.</b>	
<b>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:</b>	SE: 123 <i>Literary Elements</i> 64 TWE: IC 33 LE 33, 61, 68, 73, 91, 136 RM 59
<ul style="list-style-type: none"> <li>give examples of the use of foreshadowing and flashback to reveal character and plot (<b>for example:</b> "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>);</li> </ul>	
<ul style="list-style-type: none"> <li>compare the use of time and sequence in a novel or a play and its film adaptation (<b>for example:</b> <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>).</li> </ul>	The following pages discuss adapting stories for the screen: TWE: RWC 10, 37, 63, 81
<b>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:</b>	SE: 39, 326 #6, 444 #11 <i>Literary Elements</i> 551 TWE: WM 13 LE 36, 100, 143, 182
<ul style="list-style-type: none"> <li>Explain the function of personification, simile, metaphor, and alliteration in a work (<b>for example:</b> <i>Of Mice and Men</i>, <i>The Diary of Anne Frank</i>, <i>The Miracle Worker</i>, poetry).</li> </ul>	

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<b>Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.</b>	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>classify various websites in terms of accuracy and reliability (<b>for example:</b> Mankato’s college web site, Civil War Homepage, How Things Work);</li> </ul>	<p>TWE: RM 125 IC 167</p> <p>The following pages ask students to evaluate the accuracy and reliability of sources: SE: 830, R65, R100-R103 TWE: RM 953</p>
<ul style="list-style-type: none"> <li>appraise the literary merit of contemporary song lyrics (<b>for example:</b> Jewel, Leonard Cohen, Bruce Springsteen, Alanis Morissette, Paul Simon).</li> </ul>	<p>The following pages ask students to analyze contemporary songs: SE: 470, 884 TWE: RM 470, 884</p>
<b>Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</b>	
<p><b>9.R.4.1 Students are able to compile and evaluate potential sources for research projects. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>compare research tools and recommend the most useful sources among them (for example: computerized data, cataloging systems, <i>Reader’s Guide</i>, reference books);</li> </ul>	<p>SE: 65, 166-167, 292, 311, 366, 894-895, R65-R66, R104-R105 TWE: MME 54 IC 75 RWC 369</p>
<ul style="list-style-type: none"> <li>use the media center for study and research (<b>for example:</b> computerized data, cataloging systems, <i>Reader’s Guide</i>, reference books).</li> </ul>	<p>SE: 65, 166-167, 311, 366, 895, R105 TWE: MME 54 RWC 369</p>
<p><b>Goals and Indicators Writing Standards Ninth Grade Writing</b></p>	
<p><b>Goal 1: Students will write effectively for different audiences and specific purposes.</b></p>	
<b>Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.</b>	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>modify tone to fit purpose and audience (<b>for example:</b> descriptive, narrative, expository, and persuasive writing).</li> </ul>	<p>SE: 108, 192, 196, 270, 346, 426, 475, R58 <i>Literary Elements</i> 474</p>
<b>Indicator 2: Students are able to use various strategies and techniques to improve writing quality.</b>	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>select words for their sensory qualities;</li> </ul>	<p>SE: 53, 154, 554 TWE: ELL 20, 786 WM 554, R109</p>

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<ul style="list-style-type: none"> <li>compose sentences containing words with negative, neutral, and positive connotations.</li> </ul>	SE: R81 <i>Skill Minilesson 311</i> <i>Literary Elements 988</i> TWE: ELL 520, 889 WM 554 WoC R119
<b>Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.</b>	
<b>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:</b> <ul style="list-style-type: none"> <li>distinguish between clearly written sentences and sentences that contain errors in expression or construction;</li> </ul>	SE: 107, 124, 165, 339, 383, 497, 659 TWE: GLM 36 WM 107, 124
<ul style="list-style-type: none"> <li>understand sentence construction and standard English usage (<b>for example:</b> parallelism, subordination, modifier placement, subject/verb agreement, consistency of verb tense).</li> </ul>	SE: 16, 165, 339, 383, 497, 659, 693, 918 TWE: GLM 146 WM 497 SSV R117
<b>Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.</b>	
<b>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:</b> <ul style="list-style-type: none"> <li>conduct interviews for a specific purpose;</li> </ul>	SE: 15, 105, 113, 323, 485, 525, 537, 831 TWE: ELL 831
<ul style="list-style-type: none"> <li>summarize information from text(s);</li> </ul>	SE: 178, 511, R91 TWE: RM 49, 391, 538, 605, 687 SN 183
<ul style="list-style-type: none"> <li>document sources accurately;</li> </ul>	SE: R68-R69 <i>Drafting Tip 702</i> TWE: InC 895 WC R68 WM R117 C R119, R121
<ul style="list-style-type: none"> <li>cite sources using both direct and indirect quotations.</li> </ul>	The following pages address citing sources: SE: R68-R69 <i>Drafting Tip 702</i> TWE: InC 895 WC R68 WM R117 C R119, R121

OBJECTIVES	PAGE REFERENCES
<b>Listening and Viewing Standards Ninth Grade Listening and Viewing</b>	
<b>Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.</b>	
<b>Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.</b>	
<b>9.L.1.1 Students are able to determine the effect of verbal cues on a message. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• describe the speaker's use of diction, syntax, tone, rate, pitch, and volume (<b>for example:</b> peer presentations, comedians, great speeches).</li> </ul>	SE: 243, 531 TWE: MME 215, 233 RM 303 LSM 482, 747
<b>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:</b> <ul style="list-style-type: none"> <li>• determine the use and effect of eye contact, facial expression, gestures, and posture (<b>for example:</b> speeches by peers, guest speakers, talk shows, music videos, soap operas).</li> </ul>	SE: 207, 243, 403, 892 TWE: MME 48, 76, 215, 233, 403 ELL 312
<b>Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.</b>	
<b>9.L.2.1 Students are able to evaluate evidence in informational text. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• determine credibility, validity, and relevance of a message (<b>for example:</b> statistics, testimonies, anecdotes).</li> </ul>	SE: 42-43, 830, 949, R65, R100-R103 TWE: RM 125, 288, 953 IC 167 CT 637
<b>9.L.2.2 Students are able to use note-taking techniques to record, synthesize, and retrieve information. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• identify main ideas and transitions (<b>for example:</b> history lecture, guest speakers, political cartoons, famous speeches, news stories).</li> </ul>	SE: 303, 367, 868, R90 TWE: RM 512
<b>Speaking Standards Ninth Grade Speaking</b>	
<b>Goal 3: Students are able to speak effectively in a variety of formal and informal situations.</b>	
<b>Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.</b>	
<b>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:</b> <ul style="list-style-type: none"> <li>• outline the main ideas of the body of a speech (<b>for example:</b> informative, persuasive);</li> </ul>	The following pages discuss outlines: SE: 17, 701, 795, 895, R67 TWE: MME 895

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<ul style="list-style-type: none"> <li>recognize and identify development by spatial, chronological, topical, or cause/effect order (<b>for example:</b> famous speeches, news stories).</li> </ul>	SE: R100 TWE: RM 42, 59, 114, 185, 239, 333, 384 WM 119, R113
<p><b>9.S.1.2 Students are able to clarify and defend positions with precise and relevant evidence.</b>  <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>find expert opinion, fact, and statistics to support arguments (<b>for example:</b> group discussion, persuasive speech).</li> </ul>	SE: 166-167, 312, 830, 895, 957, R65, R100-R103 TWE: InC 167 RM 953
<p><b>9.S.1.3 Students are able to monitor audience for non-verbal feedback.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>recognize the emotional and cultural significance of specific facial expressions and body postures (<b>for example:</b> slouching, frowning, nodding, smiling).</li> </ul>	SE: 207, 243, 403, 892 TWE: MME 48, 76, 215, 233, 403 ELL 312
<b>Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.</b>	
<p><b>9.S.2.1 Students are able to analyze vocabulary and terminology appropriate for the audience.</b>  <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>choose level of language and degree of formality for communication (<b>for example:</b> speaking before an elementary classroom, before peers);</li> </ul>	SE: 312, 475 TWE: WM 107 GLM 475, 570 WS 475
<ul style="list-style-type: none"> <li>use appropriate grammar, sentence structure, and syntax in various speaking situations (<b>for example:</b> public service speaking, sales).</li> </ul>	The following pages address principles of grammar, sentence structure, and syntax that may be applied to a variety of audiences and writing contexts: SE: 106, 475, R14-R24, R28-R36 TWE: GLM 62, 102, 607 ELL 117 WS 475 LSC R63
<p><b>9.S.2.2 Students are able to contribute effectively in group discussions to solve specific problems.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>solve a problem in a roundtable discussion (<b>for example:</b> listening, constructive comments).</li> </ul>	SE: 39, 52, 65, 85, 93, 122, 133, 148, 164, 190
<p><b>9.S.2.3 Students are able to use visual aids and technology to support presentations.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>create a presentation using at least one multimedia aid (<b>for example:</b> PowerPoint, graph, chart, recording).</li> </ul>	SE: 197, 207, 479, 511, 518-519, 886-887 TWE: IC 361, 519 MME 518

## Codes Used for TWE Pages

C	Conventions
CT	Critical Thinking
ELL	English Language Learners
GLM	Grammar and Language Minilesson
IC	Interdisciplinary Connection
InC	Internet Connection
LE	Literary Elements
LSC	Listening and Speaking Connection
LSM	Listening and Speaking Minilesson
MME	Multiple Modes of Expression
RJ	Reading Journal
RM	Reading Minilesson
RWC	Real-World Connection
SN	Special Needs
SSV	Sentence Style and Variety
WC	Writing Connection
WoC	Word Choice
WM	Writing Minilesson
WS	Writing Skills