

## Ninth Grade

<p><b>Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade-level text</b></p>	<p><b>Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others</b></p>	<p><b>Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations</b></p>
<p><i>Word Study</i></p> <ul style="list-style-type: none"> <li>• <b>Roots:</b> act, bio, clud, fer, fract, gram, mar, mem, nav, pop, port, rupt, scribe, sect, tele, tort, uni,</li> <li>• Prefixes: counter-, de-, sur-</li> <li>• Distinguish between the connotative and denotative (literal) meanings of words</li> <li>• Determine word meaning using context clues: <b>sentence structure</b></li> <li>• Distinguish between commonly confused words: <i>accept/except; advise/advice; principal/principle council/counsel; peace/piece; councilor/counselor; than/then; weather/whether; who/which/that; who's/whose</i></li> </ul> <p><i>Informational Text</i> Text types: persuasive essays, newspapers, magazines, encyclopedias, maps, schedules</p> <ul style="list-style-type: none"> <li>• Analyze the <b>purpose</b> of external text features in variety of texts</li> <li>• Comprehend text using internal text structures and appropriate cue words and phrases: <b>cause/effect, problem/solution</b></li> <li>• Infer meaning from <b>implicit</b> information</li> <li>• Distinguish <b>relevant</b> from <b>interesting</b> information</li> </ul> <p><i>Literary Text</i> Focus: Comprehend literature by evaluating literary elements within a work</p> <ul style="list-style-type: none"> <li>• Describe how <b>conflict</b>, character and plot work together</li> <li>• Explain how character is developed through <b>implication</b> and inference</li> <li>• Relate themes in literature to real-life events</li> <li>• Analyze how setting contributes to characterization, plot or theme</li> <li>• Interpret figurative language in literature: simile, metaphor, <b>personification</b>, <b>hyperbole</b>, and symbolism</li> <li>• Identify the <b>speaker</b> in a poetic text</li> </ul>	<p><i>Writing to Learn:</i> Compare multiple ideas and perspectives to extend thinking through writing</p> <ul style="list-style-type: none"> <li>• <b>Compare/contrast</b> significant ideas, facts, and events</li> <li>• <b>Distinguish similarities and differences</b> in ideas, facts, events</li> <li>• <b>Compare/contrast</b> connections: text to self, text to world and text to text</li> </ul> <p><i>Extended writing:</i> Write to persuade others: letters to the editor, memos, essays</p> <ul style="list-style-type: none"> <li>• State a <b>thesis</b> that clearly takes a position</li> <li>• Use effective <b>leads</b>, details, transitions, conclusions, <b>personal experience, facts, anecdotes, examples, and paraphrased ideas</b></li> <li>• <b>Refute counter arguments</b> using personal experience, facts, anecdotes, examples, and paraphrased ideas</li> <li>• Evaluate and revise for             <ul style="list-style-type: none"> <li>◦ <b>Anticipation of and answers to readers' questions</b></li> <li>◦ Inviting leads and satisfying conclusions</li> <li>◦ <b>A variety of voices for different audiences and purposes</b></li> <li>◦ Carefully chosen vocabulary to achieve voice and purpose</li> <li>◦ Varied sentence structure (<b>complex</b> and <b>compound</b> sentences)</li> </ul> </li> <li>• Edit for             <ul style="list-style-type: none"> <li>◦ Spelling</li> <li>◦ <b>Correct use of commas in introductory phrases and clauses</b></li> <li>◦ <b>Correct use of adverbs</b></li> <li>◦ <b>Correct use of colons</b></li> <li>◦ <b>Correct use of parentheses</b></li> <li>◦ <b>Correct capitalization of languages, races, nationalities, religions or sections of the country</b></li> </ul> </li> </ul>	<p><i>Process of Inquiry:</i> Use the process of inquiry to examine multiple points of view</p> <ul style="list-style-type: none"> <li>• Formulate questions to evoke <b>valid responses</b> from <b>different points of view</b></li> <li>• Gather information from <b>multiple sources</b> that reflect <b>varied points of view</b></li> <li>• Analyze multiple points of view for <b>credibility</b></li> <li>• <b>Use</b> primary and secondary sources</li> </ul> <p><i>Written Communication of Inquiry:</i> Write to analyze multiple points of view</p> <ul style="list-style-type: none"> <li>• Select a format to <b>analyze multiple points of view</b></li> <li>• Compile and <b>analyze</b> information from <b>multiple points of view</b></li> <li>• <b>Analyze</b> multiple points of view using paraphrase, summary, and/or quotations</li> <li>• Use informal and <b>formal citations</b> to support inquiry</li> </ul> <p><i>Oral Communication of Inquiry:</i> Conduct interviews to support inquiry</p> <ul style="list-style-type: none"> <li>• Determine the <b>purpose for interviews</b></li> <li>• Ask probing questions to elicit <b>elaboration and clarification</b></li> <li>• Use appropriate <b>interview procedures</b></li> <li>• <b>Present interview results</b></li> </ul>