

## SUHSD GRADE LEVEL STANDARDS – NINTH GRADE

<p><b>Reading</b></p> <p><b>Standard 1: Vocabulary Development</b> Student defines and accurately uses new words encountered in reading materials.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. know basic terminology of grammar, such as parts of speech and punctuation vocabulary.</li> <li>2. know how to use dictionary and thesaurus effectively.</li> <li>3. identify the meaning of words through context clues.</li> <li>4. actively use new vocabulary in classroom activities.</li> <li>5. apply knowledge of Greek and Latin roots to define new vocabulary words.</li> </ol> <p><b>Standard 2: Reading Informational Materials</b> Student acquires and analyzes information from written sources and electronic media.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. read for a variety of purposes which include generating and answering questions, forming opinions and scanning for facts.</li> <li>2. extract information from a text, using a form of notetaking methods and develop a theory to support a position with examples from the text and explanations.</li> <li>3. effectively uses indices, appendices, glossaries and tables of contents.</li> </ol> <p><b>Standard 3: Literary Analysis and Response</b> Student analyzes significant components of the various types of writing represented in major works of literature.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. determine a character’s traits from what he says, does and thinks.</li> <li>2. recognize and understand the significance of basic literary elements, including plot, setting, characterizations, conflict.</li> <li>3. recognize basic figures of speech, such as irony, simile, metaphor and personification.</li> <li>4. demonstrate an understanding that a single text will elicit a wide variety of valid reader responses.</li> <li>5. identify reading as a gradual process of constructing meaning and making revisions of initial understandings.</li> <li>6. make educated predictions about “what will happen next” and inferences about “how things might have turned out differently.”</li> <li>7. analyze an author’s development of time and sequence, including the devices of flashback and foreshadowing.</li> </ol>	<p><b>Writing</b></p> <p><b>Standard 4: Structure and Process</b> Student writing reflects a clear focus and organizational strategy, achieved through successive stages of the writing process.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. structure paragraphs correctly, using a clear topic sentence and supporting evidence.</li> <li>2. demonstrate logical organization that employs a thesis.</li> <li>3. make inferences and draw conclusions about events, settings, characters, themes, and style in written response to fiction or non-fiction.</li> <li>4. compose autobiographical, evaluation, observational and controversial issue essays.</li> <li>5. practice other writing samples, such as simple poetry, a family interview, a form letter and a character sketch.</li> </ol> <p><b>Standard 5: Style</b> Student writing reflects a command of the stylistic aspects of writing.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. write transitional expressions between paragraphs, relating one idea to the next.</li> <li>2. use vocabulary appropriate to the subject matter and grade level.</li> <li>3. use varied sentence length and structure.</li> <li>4. use specific or descriptive terms to clarify concepts and objects (<i>show</i>, don’t <i>tell</i>).</li> <li>5. write with conviction and confidence, as shown by clear declarative statements.</li> </ol> <p><b>Standard 6: Writing Conventions</b> Student writes with a command of the grammatical and mechanical conventions of Standard American English.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. write coherent sentences legibly.</li> <li>2. properly use basic punctuation, such as end punctuation, commas, apostrophe and quotation marks.</li> <li>3. use adjectives and adverbs appropriately.</li> <li>4. utilize proper subject and verb agreement.</li> <li>5. differentiate between easily confused noun and verb forms.</li> <li>6. use proper capitalization.</li> <li>7. recognize and correct commonly misspelled words.</li> <li>8. identify and use simple, compound, and complex sentences.</li> <li>9. identify and avoid fragments and run-on sentences.</li> <li>10. recognize editing/proofreading symbols.</li> </ol>	<p><b>Speaking and Listening</b></p> <p><b>Standard 7: Group Work</b> Student works cooperatively with others.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. perform a variety of teacher-assigned roles, such as facilitator, note-taker, presenter.</li> <li>2. listen carefully for major ideas before making a judgment.</li> <li>3. collaborate effectively despite differences with others in group.</li> <li>4. use individual resources of group members to solve assignments.</li> <li>5. demonstrates the ability to discriminate between supported and unsupported arguments and to evaluate the relative effectiveness of valid arguments.</li> </ol> <p><b>Standard 8: Presentation and Listening</b> Student effectively speaks and listens in both formal and informal situations.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. make eye contact and use body language and voice appropriately.</li> <li>2. have a clear main point when speaking.</li> <li>3. organize information and present it in a coherent and easy-to-understand way.</li> <li>4. actively listen for information and record accurate and useful notes when appropriate.</li> <li>5. actively listen to and evaluate various media.</li> </ol>
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