

*“Teaching hasn’t happened unless learning occurs.” – Chester Finn*

| Standards Reference<br><small>*Assessed locally</small> | GRADE 9: READING Grade Level Expectations   | Notes |
|---|---|-------|
| TARGET 4.1  | The student USES STRATEGIES TO DECODE & COMPREHEND VOCABULARY. Student can:   |       |
| 1.1   | Sound out, break into syllables, and use root words, suffixes, roots, & prefixes to define words.   |       |
| 1.2   | Use context clues, prior knowledge, literary allusions, & resources to make sense of foreign words, idioms, & dialect.  |       |
| 1.3   | Identify relationships between & among words ( <b>synonyms, antonyms, homonyms, &amp; analogies</b> ).  |       |
| 1.4   | Determine meanings & connotations of words in context, including words with multiple meanings & technical vocabulary.   |       |
| 1.5 *   | Self-monitor & self-correct while reading (sound out words, adjust pace, reread difficult material, etc.).  |       |
| TARGET 3.2  | The student READS TEXT ALOUD. Student can:  |       |
| 2.1 *   | Rehearse, orally interpret, and/or read aloud from a variety of texts to an audience.   |       |
| 2.2 *   | Prepare and give a formal oral presentation such as a research report or a response to literature.  |       |
| TARGET 4.2  | The student RESTATES, SUMMARIZES, & CONNECTS INFORMATION. Student can:  |       |
| 2.1   | Paraphrase, construct a topic outline, chart or map ideas/events, identify accurate restatements &/or summaries after reading.  |       |
| 2.2   | Make inferences, draw conclusions based on text, and make connections between/across texts or other summarized information.   |       |
| TARGET 4.3  | The student understands the concept of MAIN IDEAS & ARGUMENTS. Student can:   |       |
| 3.1   | Identify and explain main ideas and primary points in a text. (i.e. <b>recognize/develop appropriate titles, generalizations, assertions</b> )  |       |
| 3.2   | Locate information in text to answer questions related to main ideas and key details.   |       |
| 3.3   | Compare & contrast main ideas, concepts, characters, plot, etc., in two or more texts.  |       |
| 3.4 *   | explain connections between & among ideas/concepts in text and student’s own experiences, society, the world, etc.  |       |
| 3.5   | Locate and use evidence from text to assess validity of author’s ideas and adequacy of support for arguments made in text.  |       |
| 3.6   | Identify bias & propaganda; evaluate audience appeal emotional effects of word choice, sentence fluency, & logic of arguments.  |       |
| TARGET 4.4  | The student FOLLOWS MULTI-STEP DIRECTIONS. Student can:   |       |
| 4.1 *   | Read, understand, & apply multi-step directions to perform complex procedures & tasks.  |       |
| 4.2   | Identify sequence of steps in a list of directions.   |       |
| TARGET 4.5  | The student understands, analyzes, & evaluates CONVENTIONS & TECHNIQUES OF GENRES. Student can:   |       |
| 5.1a  | Explain the differences between <b>fiction and non-fiction</b> and identify genres that fall within each category.  |       |
| 5.1 b   | Identify and explain the differences between & among the four major structural genres: <b>poetry, drama, novel, and short story</b> .   |       |
| 5.2   | Identify and analyze the use of various literary devices in text, <i>including: dialogue, simile, metaphor, personification, foreshadowing, time sequence/organizational strategies, imagery, repetition, allusion, &amp; symbolism</i> . |       |
| 5.3   | Evaluate use of literary conventions and techniques, and determine effectiveness of author’s choices in text.   |       |
| TARGET 4.6  | The student understands, analyzes, & evaluates LITERARY ELEMENTS & DEVICES. Student can:  |       |
| 6.1   | Cite text to support understandings of <b>plot, setting, character, point of view, theme, and tone</b> .  |       |
| 6.2   | Compare & contrast literary elements and devices between & among texts & authors.   |       |
| 6.3   | Determine how important a particular element is to a text, including: <b>plot, setting, character, point of view, &amp; theme</b> .   |       |
| 6.4   | Cite evidence from text to support analysis/evaluation of author’s use of literary elements, devices, & tone.   |       |
| TARGET 4.7  | The student differentiates between FACT & OPINION and CRITQUES EFFECTIVENESS OF TEXT. Student can:  |       |
| 7.1   | Identify bias & propaganda; cite evidence from text to support identification of bias/propaganda.   |       |
| 7.2   | Cite text/evidence to identify &/or analyze author’s purpose. (ex: to narrate, inform, entertain, explain, persuade)  |       |
| TARGET 4.8  | The student UNDERSTANDS CONCEPT OF THEME & CONNECTS THEMES between/among texts. Student can:  |       |
| 8.1   | Analyze & evaluate evidence within text to identify author’s message, theme, or purpose   |       |
| 8.2   | Analyze & evaluate text to make theme-based connections between and among various texts.  |       |
| 8.3 *   | Analyze & evaluate thematic connections between & among texts; relate themes to personal experience, prior knowledge, society, & world.   |       |
| TARGET 4.9  | The student makes CONNECTIONS BETWEEN TEXT AND CULTURE. Student can:  |       |
| 9.1 *   | Compare & contrast cultural elements and influences between and among texts..   |       |
| 9.2 *   | Analyze the effects of cultural and historical influences and events on texts.  |       |
| TARGET CRSD   | The student UTILIZES STRATEGIES TO READ INDEPENDENTLY. Student can:   |       |
| CRSD 1 *  | Independently read fiction for extended periods of time and appreciate various types of literature.   |       |
| CRSD 2 *  | Independently read non-fiction to understand local, national, and world events and/or to gain information.  |       |
| CRSD 3 *  | Read hard-copy and electronic texts at home, using strategies to locate and comprehend appropriate texts.   |       |
| CRSD 4 *  | Use the library to locate information and texts for research purposes and for leisure reading.  |       |