

**READING ADVANTAGE ©2005**

**Levels A-D**

correlated to

**Ohio**

**Language Arts**

**Academic Content Standards**

**Grade 9**

**GRaT SouRCe®**

EDUCATION GROUP



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**Reading Advantage Level A © 2005**  
**correlated to**  
**Ohio Language Arts Academic Content Standards**  
**Grade 9**

**A c q u i s i t i o n o f V o c a b u l a r y**

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<p><b>Teacher’s Edition:</b> 6, 7, 9-10, 12, 14, 18, 25, 35, 38, 57, 61, 68, 71-72, 98, 99, 108, 120-121, 129, 148, 150, 159, 162, 168, 170, 176, 178, 184, 191, 194, 206, 212, 221, 247, 261, 282, 300, 314, 333, 226, 346, 354, 356</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p><b>Teacher’s Edition:</b> 24, 29, 36, 42, 52, 61, 69, 75, 92, 125, 126, 142, 168, 203, 204, 211, 217, 223, 233, 255, 257, 262, 270, 274, 297, 298, 310, 312, 317-318, 334, 347</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p><b>Teacher’s Edition:</b> 30, 250, 272, 276</p>
<p>4. Examine and discuss ways historical events have influenced the English language.</p>	<p><b>Teacher’s Edition:</b> 89, 155, 221</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p><b>Teacher’s Edition:</b> 12, 17, 36, 46, 54, 62, 75, 84, 89, 106, 118, 136, 142, 150, 155, 156, 162, 170, 196, 204, 212, 221, 224, 231, 237, 240, 257, 262, 267, 270, 290, 298, 320, 328, 334, 354, 362</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p><b>Teacher’s Edition:</b> 129, 165, 196, 217, 224, 231, 233-234, 274, 303, 362</p>

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 9 Grade-Level Indicators	Reading Advantage Level A
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p><b>Teacher's Edition:</b> 7, 15, 33, 37, 39, 54-55, 60, 65, 67, 71, 76, 79, 88, 106, 107, 110-111, 114, 116, 123-124, 128, 130, 139, 141, 145, 153, 155, 158, 159, 160-161, 179, 191, 199, 202, 207, 215, 221, 223, 227, 229, 234, 243, 246, 252, 254, 260, 265, 273, 283, 286, 293, 295, 301, 307, 315, 323, 324, 331, 332, 337, 339, 345, 350, 352, 357, 364</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.</p>	<p><b>Teacher's Edition:</b> 9, 12, 13, 16, 18, 22, 26, 31, 34, 37, 41, 47, 51, 55, 60, 63, 70, 73, 76, 85, 89, 93, 107, 113, 116, 123-124, 127, 132, 137, 140-141, 143, 146-147, 151, 157, 163, 171, 174, 177, 185, 194, 197, 202, 205, 213, 219, 225, 232, 241, 249, 250, 258, 261, 263, 266, 271, 277, 285, 291, 299, 305, 313, 317, 321, 329, 332, 343, 346, 348, 355, 359, 363, 369</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p><b>Teacher's Edition:</b> 23, 25, 30, 40, 50, 58, 62, 66, 79, 80, 84, 100, 112, 122, 126, 130-131, 136, 154, 156, 160, 166, 170, 173, 174, 192-193, 194, 200-201, 204, 208, 216, 222, 228, 231, 235, 244, 253, 273, 276, 284, 291, 294, 295, 298, 302, 308, 312, 316, 323, 328, 334, 338, 342, 345-346, 351, 354, 358, 362, 368</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p><b>Teacher's Edition:</b> 93, 107, 151, 177, 232, 258, 263, 305</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p><b>Teacher's Edition:</b> 37, 93, 151, 177, 185, 263, 305, 371-376</p>

## Reading Applications: Informational, Technical and Persuasive Text

Grade 9 Grade-Level Indicators	Reading Advantage Level A
<p>1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.</p>	<p><b>Teacher's Edition:</b> 16, 18, 193, 261, 262, 368</p>

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	<b>Teacher's Edition:</b> 26, 47, 55, 63, 76, 143, 185, 258, 271, 291
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	<b>Teacher's Edition:</b> 75, 205, 219, 231, 277, 283, 299, 339, 355
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	<b>Teacher's Edition:</b> 40-41, 46, 73, 75, 142, 146-147, 150, 156, 166, 180, 184, 193, 204, 208, 212, 245, 249, 266, 270, 295, 298, 303, 304, 320, 323, 338, 342, 365, 368
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	<b>Teacher's Edition:</b> 320
6. Analyze the author's development of key points to support argument or point of view.	<b>Teacher's Edition:</b> 261
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<b>Teacher's Edition:</b> 6, 12
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<b>Teacher's Edition:</b> 6, 12

## Reading Applications: Literary Text

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	<b>Teacher's Edition:</b> 17, 126, 150, 228, 245, 249, 270-271, 295, 298, 323
2. Analyze the influence of setting in relation to other literary elements.	<b>Teacher's Edition:</b> 25-26, 75, 92, 142, 143, 176, 201, 205, 235, 270-271, 283, 291, 323, 343
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	<b>Teacher's Edition:</b> 46, 150
4. Evaluate the point of view used in a literary text.	<b>Teacher's Edition:</b> 13, 225

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
5. Interpret universal themes across different works by the same author and different authors.	<b>Teacher's Edition:</b> 94-185, 186-277
6. Explain how an author's choice of genre affects the expression of a theme or topic.	<b>Teacher's Edition:</b> 18, 46, 73, 75, 126, 136, 140, 142, 147, 150, 166, 174, 176, 180, 184, 202, 204, 209, 212, 213, 224, 249, 266, 270, 295, 298, 312, 316, 320, 332, 335, 338, 355, 366, 368
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	<b>Teacher's Edition:</b> 42, 52, 61, 69, 148-149, 150, 151, 162, 168, 184, 211, 230, 231, 255, 257, 262, 276, 286, 312, 320-321, 342
10. Explain how authors use symbols to create broader meanings.	<b>Teacher's Edition:</b> 31, 162, 184

## Writing Processes

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Edition:</b> 42, 127, 151, 162, 170, 176, 213, 218, 232, 240, 249, 262, 270-271, 291, 299, 305, 312, 328, 335, 347, 355
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<b>Teacher's Edition:</b> 19, 26, 31, 37, 47, 55, 63, 76, 85, 93, 107, 113, 119, 127, 137, 143, 151, 157, 177, 185, 197, 205, 218, 225, 232, 241, 250, 258, 271, 291, 305, 313, 335, 343, 355
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	<b>Teacher's Edition:</b> 151, 270-271, 305, 321, 335, 355
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	<b>Teacher's Edition:</b> 92, 171, 176, 205, 225, 232, 250, 262, 270-271, 335, 343
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<b>Teacher's Edition:</b> 18, 25, 32, 42, 46, 54, 56, 75, 84, 92, 99, 111, 113, 120, 124, 126, 136, 141, 156, 162, 164, 170, 176, 198, 204, 208, 210, 213, 224, 232, 240, 249, 258, 260, 262, 270-271, 282, 296, 305, 312, 328, 335, 355, 368

Grade 9 Grade-Level Indicators	Reading Advantage Level A
<p><i>Drafting, Revising and Editing</i></p> <p>6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</p>	<p><b>Teacher's Edition:</b> 46, 225, 299, 355</p>
<p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p><b>Teacher's Edition:</b> 5, 36, 46, 62, 80-81, 124, 127, 141, 151, 176, 181, 194, 202, 213, 225, 246, 249, 262, 267, 305, 328, 335, 347, 355, 362, 366</p>
<p>8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</p>	<p><b>Teacher's Edition:</b> 54, 117, 127, 151, 162, 170, 197, 213, 270-271, 305, 321, 328, 335, 347, 362</p>
<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.</p>	<p><b>Teacher's Edition:</b> 26, 46, 92, 119, 126, 170, 171, 176, 197, 225, 270-271, 276, 299, 305, 321, 335, 342, 347</p>
<p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p>	<p><b>Teacher's Edition:</b> 262</p>
<p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p>	<p><b>Teacher's Edition:</b> 262</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.</p>	<p><b>Teacher's Edition:</b> 262, 328</p>
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</p>	<p><b>Teacher's Edition:</b> 129, 224, 233, 234</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>	<p><b>Teacher's Edition:</b> 12, 18, 30, 36, 46, 54, 62, 69, 75, 84, 92, 106, 112, 118, 126, 136, 142, 150, 156, 162, 170, 176, 184, 196, 204, 212, 218, 224, 231, 240, 249, 257, 262, 270, 276, 290, 298, 304, 312, 320, 328, 334, 342, 347, 354, 362, 368</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p><b>Teacher's Edition:</b> 84</p>

Grade 9 Grade-Level Indicators	Reading Advantage Level A
<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p><b>Teacher’s Edition:</b> 205, 225, 250, 262, 271</p>

**W r i t i n g   A p p l i c a t i o n s**

Grade 9 Grade-Level Indicators	Reading Advantage Level A
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and,</li> <li>c. include an organized, well-developed structure.</li> </ul>	<p><b>Teacher’s Edition:</b> 13, 46, 151, 176, 224, 249, 270, 299, 313</p>
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<p><b>Teacher’s Edition:</b> 18, 76, 113, 151</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ul>	<p><b>Teacher’s Edition:</b> 262</p>

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	<p><b>Teacher's Edition:</b> 18, 31, 37, 46, 62, 113, 126, 127, 162, 170, 205, 213, 225, 232, 254, 305, 312, 355, 362, 368</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> <li>c. exclude irrelevant information; and</li> <li>d. cite sources of information.</li> </ul>	<p><b>Teacher's Edition:</b> 92, 335</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p><b>Teacher's Edition:</b> 18, 19, 25, 26, 36, 54, 63, 85, 92, 93, 107, 118, 119, 137, 143, 157, 163, 171, 177, 184, 197, 213, 218, 225, 231, 241, 271, 276, 321, 329, 335, 343, 347, 363</p>

## W r i t i n g   C o n v e n t i o n s

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<p><b>Teacher's Edition:</b> 12, 18, 30, 36, 46, 54, 62, 69, 75, 84, 92, 106, 112, 118, 126, 136, 142, 150, 156, 162, 170, 176, 184, 196, 204, 212, 218, 224, 231, 240, 249, 257, 262, 270, 276, 290, 298, 304, 312, 320, 328, 334, 342, 347, 354, 362, 368</p>

## R e s e a r c h

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow focus or extend the investigation.</p>	<p><b>Teacher's Edition:</b> 42, 127, 151, 162, 170, 176, 213, 218, 232, 240, 249, 262, 270-271, 291, 299, 305, 312, 328, 335, 347, 355</p>

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<b>Teacher's Edition:</b> 19, 26, 47, 55, 63, 76, 85, 107, 119, 127, 143, 151, 163, 185, 197, 232, 241, 258, 271, 291, 329, 335, 343, 348, 355, 369
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	<b>Teacher's Edition:</b> 47
4. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	<b>Teacher's Edition:</b> 63, 76, 126, 127, 162, 163, 213, 232, 312, 355
5. Integrate quotations and citations into written text to maintain a flow of ideas.	<b>Teacher's Edition:</b> 113
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	<b>Teacher's Edition:</b> 13, 19, 26, 47, 55, 63, 85, 93, 107, 119, 137, 163, 171, 177, 185, 205, 225, 250, 258, 263, 271, 277, 299, 305, 335, 343, 363

## C o m m u n i c a t i o n : O r a l a n d V i s u a l

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level A</b>
<i>Listening and Viewing</i>	<b>Teacher's Edition:</b> 85, 107, 113, 127, 137, 151, 157, 177, 197, 213, 241, 276, 291, 313, 321, 329
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.	<b>Teacher's Edition:</b> 113, 320-321, 334-335, 354-355, 362, 368
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.	<b>Teacher's Edition:</b> 92, 262
<i>Speaking Skills and Strategies</i>	<b>Teacher's Edition:</b> 92, 171, 176, 205, 225, 232, 250, 262, 270-271, 299, 305, 335, 343, 355
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	

Grade 9 Grade-Level Indicators	Reading Advantage Level A
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p><b>Teacher's Edition:</b> 13, 19, 26, 36, 47, 55, 63, 69, 76, 85, 92, 107, 113, 127, 137, 142-143, 151, 157, 163, 171, 176, 185, 197, 205, 213, 219, 224, 232, 241, 250, 258, 263, 271, 276, 291, 299, 305, 313, 321, 329, 335, 342, 348, 355, 363, 368</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p><b>Teacher's Edition:</b> 19</p>
<p><i>Speaking Skills and Strategies</i></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ul>	<p><b>Teacher's Edition:</b> 37, 42, 54, 75, 76</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Teacher's Edition:</b> 47, 85, 113, 126, 127, 163, 225, 232, 305</p>

Grade 9 Grade-Level Indicators	Reading Advantage Level A
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</li> <li>c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;</li> <li>d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p><b>Teacher's Edition:</b> 92, 335</p>

## Reading Advantage Level B © 2005 correlated to Ohio Language Arts Academic Content Standards Grade 9

### Acquisition of Vocabulary

Grade 9 Grade-Level Indicators	Reading Advantage Level B
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.</p>	<p><b>Teacher's Edition:</b> 6-7, 10, 14-15, 18, 20, 29, 41, 60, 63, 73, 83, 88, 98, 107, 114-115, 121, 128-129, 139, 143, 146, 151, 161, 171, 174, 180, 190-191, 194, 196, 202, 206, 223, 230-231, 234, 240, 251, 262, 283, 291, 294, 301, 309, 316-317, 319, 322, 329, 347, 350, 356</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p><b>Teacher's Edition:</b> 12, 18, 20, 26, 29, 41, 50, 73, 79, 85, 86, 91, 102, 121, 124, 132, 154-155, 164, 166, 171, 177, 183, 212, 218, 228, 245, 251, 257, 269, 274, 286-287, 288, 312, 333, 342, 344</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p><b>Teacher's Edition:</b> 269, 276, 313, 320</p>
<p>4. Examine and discuss ways historical events have influenced the English language.</p>	<p><b>Teacher's Edition:</b> 149</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p><b>Teacher's Edition:</b> 12, 35, 45, 50, 70, 75, 80, 117, 118, 124, 134, 158, 166, 171, 178, 196, 203, 212, 252, 288, 298, 304, 306, 314, 326, 355, 367</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p><b>Teacher's Edition:</b> 20, 32, 118, 203, 218, 233, 268, 274, 288, 313, 355, 367</p>

# Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 9 Grade-Level Indicators	Reading Advantage Level B
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p><b>Teacher's Edition:</b> 7, 15, 23, 29, 32, 39, 44, 45, 46, 48, 50, 53, 54, 56, 61, 67, 70, 78, 80, 83, 85, 89, 99, 101, 108, 115, 121, 123, 129, 130, 137, 138, 143, 151, 153, 161, 163, 166, 169, 175, 181, 182, 184, 191, 199, 206, 212, 214, 215, 216, 223, 228, 231, 237, 248, 249, 252, 255, 257, 261, 266, 272, 283, 292, 309, 310, 317, 323, 324-326, 329, 339, 340, 347, 349, 352, 359, 363, 365, 368</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.</p>	<p><b>Teacher's Edition:</b> 13, 21, 27, 31, 36, 40, 43, 51, 59, 62, 68, 71, 76, 79, 81, 84-85, 87, 93, 106, 108-109, 113, 116, 119, 123, 127, 131, 135, 139, 141, 145, 149, 154, 159, 163, 167, 170, 173, 176-177, 179, 182-183, 185, 193-194, 197, 204, 208, 213, 217, 221, 225, 229, 232, 235, 246, 250, 253, 256-257, 259, 262, 264, 267-268, 270, 273-274, 277, 285-286, 289, 293-294, 299, 303, 307, 311, 315, 318-319, 321, 324-325, 327, 337, 341, 345, 348-349, 351, 354, 357, 360, 366, 369</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p><b>Teacher's Edition:</b> 8, 12, 16, 17-18, 20, 23, 24, 30, 39, 42, 50, 61-62, 70-71, 89, 90, 100, 116, 118, 122, 123, 126, 130, 134, 144, 152, 162, 176, 182, 184, 192, 216, 224, 249, 255-256, 267, 269, 284, 323, 340, 353, 354, 363, 365, 366-367</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p><b>Teacher's Edition:</b> 21, 51, 87, 106, 113, 141, 149, 159, 173, 185, 197, 204, 235, 246, 270, 277, 321, 327, 345, 351</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p><b>Teacher's Edition:</b> 173, 371-376</p>

## Reading Applications: Informational, Technical and Persuasive Text

Grade 9 Grade-Level Indicators	Reading Advantage Level B
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	<b>Teacher's Edition:</b> 37, 39, 43, 71, 75, 76, 80, 84, 86, 90, 92, 101, 109, 112, 131, 148, 152-153, 158, 174, 203, 204, 217, 230, 234, 238-239, 250, 277, 285, 293, 298, 304, 311, 314, 331, 354, 356, 360
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	<b>Teacher's Edition:</b> 59, 87, 204, 307, 311
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	<b>Teacher's Edition:</b> 11, 17, 24, 31, 46, 51, 73-74, 78, 79, 100, 106, 108, 109, 110-111, 113, 213, 217, 222, 254, 256-257, 283, 284, 286, 303, 323, 327, 353, 359, 369
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	<b>Teacher's Edition:</b> 31, 35, 55, 71, 75, 101, 109, 139, 145, 172, 176, 178, 220-221, 232, 234, 262, 264, 298, 303, 306, 314, 320, 337, 348, 354, 356
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	<b>Teacher's Edition:</b> 55, 59, 75, 76, 86, 92, 112, 118, 140, 141, 176, 179, 207, 217, 220-221, 238-239, 250, 258, 262, 263, 288, 298, 303, 306, 311, 314, 318, 320, 363
6. Analyze the author's development of key points to support argument or point of view.	<b>Teacher's Edition:</b> 35, 55, 59, 71, 76, 86, 109, 112, 118, 127, 140, 176, 178, 179, 185, 200-201, 207, 217, 220-221, 224, 232, 248, 250, 258, 263, 288, 293, 298, 303, 306, 311, 314, 318, 320, 363
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<b>Teacher's Edition:</b> 88, 92

## Reading Applications: Literary Text

Grade 9 Grade-Level Indicators	Reading Advantage Level B
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	<b>Teacher's Edition:</b> 35, 50, 145, 148, 153, 158-159, 239-240, 337
2. Analyze the influence of setting in relation to other literary elements.	<b>Teacher's Edition:</b> 142, 145, 146, 178, 245, 246, 336
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	<b>Teacher's Edition:</b> 39, 148, 149, 153, 337
4. Evaluate the point of view used in a literary text.	<b>Teacher's Edition:</b> 31, 56, 58-59, 176, 220-221
5. Interpret universal themes across different works by the same author and different authors.	<b>Teacher's Edition:</b> 277, 289
6. Explain how an author's choice of genre affects the expression of a theme or topic.	<b>Teacher's Edition:</b> 40-41, 44, 58, 71, 75, 80, 84, 86, 90, 92, 109, 112, 138, 140, 144, 146, 153, 158, 200-201, 217, 220, 232, 234, 239, 245, 285, 288, 293, 298, 303, 311, 314-315, 331, 348, 350, 354, 356, 360, 362
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	<b>Teacher's Edition:</b> 55, 134, 176, 178, 184, 207, 217, 220-221, 314, 320
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	<b>Teacher's Edition:</b> 92, 93, 158, 276, 298, 363

## Writing Processes

Grade 9 Grade-Level Indicators	Reading Advantage Level B
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Edition:</b> 10, 12, 25, 27, 35, 41, 58, 67, 68, 72, 76, 85, 87, 91, 92, 105, 112, 117, 118, 126, 132, 134, 139, 141, 154, 159, 164, 167, 171, 178, 194, 197, 202, 204, 209, 213, 218, 221, 228, 233, 245, 250, 258, 263, 268, 274, 277, 286, 289, 294, 299, 315, 321, 327, 345, 355, 357, 361, 363
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<b>Teacher's Edition:</b> 21, 36, 51, 76, 110, 118, 159, 167, 170-171, 173, 179, 229, 235, 246, 253, 270, 289, 299, 307, 315, 321, 327, 337, 345, 351, 363

Grade 9 Grade-Level Indicators	Reading Advantage Level B
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	<b>Teacher's Edition:</b> 12, 21, 25, 27, 32, 35, 40-41, 42, 48, 50, 58, 63, 67, 72, 75, 79, 80, 86, 90-91, 101, 112, 116-117, 124, 126, 131-132, 134, 140, 148, 158, 167, 172, 176-177, 178, 182-183, 184, 194, 196, 204, 208-209, 212, 217-218, 225, 228, 239, 245, 252, 258, 263, 267-268, 273-274, 277, 286, 288, 294, 298, 304, 306, 3112, 314, 320, 326, 337, 342, 345, 351, 377-392
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	<b>Teacher's Edition:</b> 21, 58, 75, 93, 101, 113, 119, 124, 135, 140, 167, 178, 208-209, 212, 217-218, 228, 252, 253, 264, 304, 319, 320, 326
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<b>Teacher's Edition:</b> 12, 21, 25, 27, 32, 35, 40-41, 42, 48, 50, 58, 63, 67, 72, 75, 79, 80, 86, 90-91, 101, 112, 116-117, 124, 126, 131-132, 134, 140, 148, 158, 167, 172, 176-177, 178, 182-183, 184, 194, 196, 204, 208-209, 212, 217-218, 225, 228, 239, 245, 252, 258, 263, 267-268, 273-274, 277, 286, 288, 294, 298, 304, 306, 3112, 314, 320, 326, 337, 342, 345, 351, 377-392
<i>Drafting, Revising and Editing</i> 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	<b>Teacher's Edition:</b> 21, 63, 172, 204, 263, 288, 304, 320, 326
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	<b>Teacher's Edition:</b> 25, 27, 41, 48, 63, 75, 79, 80, 86, 101, 112, 132, 134, 158, 204, 258, 263, 267-268, 277, 288, 294, 298, 304, 306, 326, 337, 342, 345
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	<b>Teacher's Edition:</b> 80, 86, 101, 106, 116-117, 126, 154, 167, 209, 212, 235, 319, 320, 327, 342, 351, 356, 363
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	<b>Teacher's Edition:</b> 20, 32, 118, 203, 218, 233, 268, 274, 288, 313, 355, 367
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	<b>Teacher's Edition:</b> 12, 20, 26, 35, 42, 50, 58, 67, 75, 80, 86, 92, 105, 112, 126, 134, 140, 148, 158, 166, 171, 172, 178, 181, 184, 196, 203, 212, 220, 228, 233, 234, 245, 252, 258, 263, 269, 276, 286-287, 288, 298, 306, 314, 320, 329, 336, 344, 350, 356, 362, 368

Grade 9 Grade-Level Indicators	Reading Advantage Level B
<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p><b>Teacher’s Edition:</b> 27, 42-43, 76, 93, 113, 127, 141, 159, 172, 185, 212, 258, 259, 315, 327, 345</p>

**W r i t i n g   A p p l i c a t i o n s**

Grade 9 Grade-Level Indicators	Reading Advantage Level B
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and,</li> <li>c. include an organized, well-developed structure.</li> </ul>	<p><b>Teacher’s Edition:</b> 24-25, 209, 304</p>
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<p><b>Teacher’s Edition:</b> 10, 27, 32, 35, 50, 79, 124, 146, 148, 221, 239-240, 245, 250, 258, 262, 306, 337, 351</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ul>	<p><b>Teacher’s Edition:</b> 93, 200, 204, 264</p>

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level B</b>
<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	<b>Teacher’s Edition:</b> 93, 119, 141, 149, 179, 235
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> <li>c. exclude irrelevant information; and</li> <li>d. cite sources of information.</li> </ul>	<b>Teacher’s Edition:</b> 21, 158, 177, 250, 298, 345, 361
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<b>Teacher’s Edition:</b> 12, 21, 42, 48, 67, 68, 87, 92, 105, 119, 126, 135, 167, 170, 196, 217, 228, 234, 250, 270, 277, 286, 314, 319, 327, 332, 342, 351, 356, 361, 363, 369

## W r i t i n g   C o n v e n t i o n s

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level B</b>
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<b>Teacher’s Edition:</b> xix, 12, 20, 26, 35, 42, 50, 58, 67, 75, 80, 86, 92, 105, 112, 126, 134, 140, 148, 158, 166, 172, 178, 184, 196, 203, 212, 220, 228, 234, 245, 252, 258, 263, 269, 276, 288, 298, 306, 314, 320, 336, 344, 350, 356, 362, 368

## R e s e a r c h

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level B</b>
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow focus or extend the investigation.</p>	<b>Teacher’s Edition:</b> 42, 51, 106, 167, 204, 228, 307, 321, 351

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level B</b>
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<b>Teacher's Edition:</b> 27, 93, 106, 113, 149, 159, 167, 185, 204, 221, 229, 246, 270, 289, 321, 327, 345, 351, 357
4. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	<b>Teacher's Edition:</b> 27, 93, 106, 113, 149, 159, 167, 185, 204, 221, 229, 246, 270, 289, 321, 327, 345, 351, 357
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	<b>Teacher's Edition:</b> 21, 76, 80, 87, 93, 113, 119, 127, 141, 159, 167, 173, 185, 197, 204, 235, 246, 253, 258, 259, 264, 265, 270, 277, 315, 327

## C o m m u n i c a t i o n : O r a l a n d V i s u a l

<b>Grade 9 Grade-Level Indicators</b>	<b>Reading Advantage Level B</b>
<i>Listening and Viewing</i>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	<b>Teacher's Edition:</b> 15, 112, 126, 149, 159, 167, 172, 185, 204, 212-213, 221, 232-233, 258, 270, 277, 289, 298, 306-307, 315, 321, 327, 345, 351, 357, 362, 369
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.	<b>Teacher's Edition:</b> 204
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.	<b>Teacher's Edition:</b> 288
<i>Speaking Skills and Strategies</i>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<b>Teacher's Edition:</b> 12, 20, 26, 35, 42, 50, 58, 67, 75, 80, 86, 92, 105, 112, 126, 134, 140, 148, 158, 166, 171, 172, 178, 181, 184, 196, 203, 212, 220, 228, 233, 234, 245, 252, 258, 263, 269, 276, 286-287, 288, 298, 306, 314, 320, 329, 336, 344, 350, 356, 362, 368
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<b>Teacher's Edition:</b> 68, 76, 80, 86, 93, 105, 126, 135, 140, 149, 159, 167, 172, 178, 185, 196, 204, 212-213, 221, 228, 235, 245, 252, 258, 263, 270, 277, 289, 298, 306-307, 315, 321, 327, 345, 351, 357, 362, 369
7. Vary language choices as appropriate to the context of the speech.	<b>Teacher's Edition:</b> 197

Grade 9 Grade-Level Indicators	Reading Advantage Level B
<p><i>Speaking Skills and Strategies</i></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ul>	<p><b>Teacher's Edition:</b> 59, 76, 87, 92, 167, 173, 185, 235, 246, 253, 270, 289, 299, 307, 321, 345, 351</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Teacher's Edition:</b> 59, 76, 87, 92, 167, 173, 185, 235, 246, 253, 270, 289, 299, 307, 321, 345, 351</p>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</li> <li>c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;</li> <li>d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p><b>Teacher's Edition:</b> 158, 263, 298</p>

## Reading Advantage Level C © 2005

### correlated to

# Ohio Language Arts Academic Content Standards

## Grade 9

### Acquisition of Vocabulary

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<p><b>Teacher’s Edition:</b> 7, 11, 12, 14, 17, 18, 21, 25, 28, 38, 42, 43, 46, 52, 54, 62-63, 68-69, 76, 81-85, 87, 92, 118, 120, 124, 128-129, 142, 150-151, 160, 163, 178, 190, 193, 196, 210-211, 213, 217, 221, 222, 232-233, 236, 265, 266, 269, 272, 282, 288, 292, 300, 305, 308-309, 315, 319, 320, 322-323, 330, 332-333, 340-341, 344, 346-347, 354-355, 359, 360, 362-363</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p><b>Teacher’s Edition:</b> 25, 26, 49-50, 58, 60, 63, 65, 71, 104-105, 115, 118, 132-133, 139, 140, 164, 166-167, 175, 176, 179, 181-182, 192, 203, 206, 232-233, 240, 249, 252, 256-257, 259, 269, 286, 298, 300, 302-303, 305, 311, 315, 336, 338, 358, 365-366</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p><b>Teacher’s Edition:</b> 35, 75, 107, 170, 240, 312</p>
<p>4. Examine and discuss ways historical events have influenced the English language.</p>	<p><b>Teacher’s Edition:</b> 109</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p><b>Teacher’s Edition:</b> 29, 35, 38, 52, 60, 66, 78, 79, 118, 126, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 338, 350, 351</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p><b>Teacher’s Edition:</b> 163, 199, 319, 338, 350</p>

# Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p><b>Teacher’s Edition:</b> 7, 15, 18, 21, 23, 26, 29, 30, 38, 43, 46, 53, 55, 63, 64, 69, 70-71, 73, 76, 77, 79, 82, 83-84, 85, 88, 89, 90, 99-100, 105, 109, 113, 118, 120-123, 129, 131-132, 136-139, 143, 151, 160-161, 167, 172-173, 178-179, 168, 170, 175, 181, 184, 190-192, 193, 195-196, 198, 200, 202-203, 211, 212, 214, 220, 227, 230, 233-234, 243, 248-249, 257, 263, 269, 270, 271, 283, 289, 295, 302-303, 305, 309, 314-315, 320, 341, 342, 347, 352, 355, 363</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.</p>	<p><b>Teacher’s Edition:</b> 9, 10, 13, 16-17, 19, 24, 27, 31, 36, 41, 44, 48, 61, 64-65, 67, 70-71, 74, 77-78, 80, 83, 86, 90, 93, 100, 103, 106-107, 109, 114, 119, 123, 127, 131-132, 135, 138-139, 141, 145, 149, 153-154, 159, 162, 165, 168-169, 171, 174, 177, 181, 185, 192, 194, 198, 201, 205, 209, 212-213, 215, 220, 223, 227, 231, 235-236, 241, 247, 250-251, 255, 258-259, 261, 264-265, 267, 272, 287, 293, 297, 301, 307, 310-311, 313, 321, 331, 335, 339, 342, 345, 349, 353, 357-358, 361, 364-365, 369</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p><b>Teacher’s Edition:</b> 16, 23, 26, 30, 39-40, 43, 60, 69, 76, 82, 89, 99-100, 103, 112, 137-138, 144, 153, 158, 173, 180, 184, 101, 193, 233-234, 240, 250, 270, 276, 283-284, 303-304, 309-310, 312, 316, 320, 335, 338, 348, 356</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p><b>Teacher’s Edition:</b> 19, 27, 44, 61, 74, 80, 92, 103, 127, 149, 185, 201, 223, 277, 300, 307, 317-318, 369</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p><b>Teacher’s Edition:</b> 223, 260, 371-376</p>

## Reading Applications: Informational, Technical and Persuasive Text

Grade 9 Grade-Level Indicators	Reading Advantage Level C
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	<b>Teacher's Edition:</b> 16-17, 18, 30-31, 35, 37, 39, 52, 57, 64, 83, 89, 92, 100, 106, 108, 113, 126, 134, 144-145, 148, 162, 164, 174, 176, 204, 218-219, 222, 226, 230, 246, 250-251, 254, 290, 292, 296, 310, 325, 330, 344, 360, 364-365, 368
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	<b>Teacher's Edition:</b> 73
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	<b>Teacher's Edition:</b> 135, 140, 149, 162, 192, 194, 211, 215, 234, 287, 293, 315, 346-349, 364
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	<b>Teacher's Edition:</b> 9, 12, 40, 64, 83, 85, 109, 134, 144, 162, 176, 198, 219, 244, 246, 254, 258, 349, 360, 368
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	<b>Teacher's Edition:</b> 9, 12, 13, 40, 48, 52, 66, 86, 103, 106, 131, 134, 148, 162, 164, 248, 258, 288, 310, 356
6. Analyze the author's development of key points to support argument or point of view.	<b>Teacher's Edition:</b> 9, 12, 13, 40, 48, 52, 66, 86, 103, 106, 131, 134, 148, 162, 164, 248, 258, 288, 310, 356
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<b>Teacher's Edition:</b> 104, 105, 106, 107, 108, 109, 128, 134, 256, 260, 332, 342
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<b>Teacher's Edition:</b> 128, 130, 134, 135

## Reading Applications: Literary Text

Grade 9 Grade-Level Indicators	Reading Advantage Level C
1. Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	<b>Teacher’s Edition:</b> 30, 35, 52, 127, 152, 158, 226, 227, 230, 326, 330
2. Analyze the influence of setting in relation to other literary elements.	<b>Teacher’s Edition:</b> 126, 150, 151, 158, 209, 226-227, 330
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	<b>Teacher’s Edition:</b> 35, 36, 122, 230
4. Evaluate the point of view used in a literary text.	<b>Teacher’s Edition:</b> 9, 30, 35, 52, 230, 330
5. Interpret universal themes across different works by the same author and different authors.	<b>Teacher’s Edition:</b> 27
6. Explain how an author’s choice of genre affects the expression of a theme or topic.	<b>Teacher’s Edition:</b> 40, 52, 102, 106, 108, 122-123, 126, 127, 150, 154, 170, 174, 204, 218, 226, 240, 250-251, 254, 290, 296, 310, 325, 330, 342, 344-345, 360, 364-365
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	<b>Teacher’s Edition:</b> 66, 83, 85, 131, 144, 164, 304, 349
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	<b>Teacher’s Edition:</b> 35, 52, 75, 102, 107, 108, 170, 240, 246, 276, 312, 344, 368

## Writing Processes

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher’s Edition:</b> 41, 43, 44, 57, 65, 78, 84, 92, 101, 107, 109, 115, 118, 126, 132, 134, 140, 145, 148, 158, 163, 176, 181, 193, 199, 200, 206, 213, 214, 223, 227, 230, 236, 240, 245, 252, 307, 311, 318
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<b>Teacher’s Edition:</b> 13, 19, 27, 44, 67, 74, 80, 103, 135, 140, 149, 159, 185, 208, 215, 223, 241, 247, 255, 266, 277, 287, 300, 321, 330, 339, 345, 353, 361, 369

Grade 9 Grade-Level Indicators	Reading Advantage Level C
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	<b>Teacher's Edition:</b> 11, 32, 123-124, 126, 134, 140, 145, 158, 163, 170, 181, 192, 236, 240, 246, 254, 259, 291, 307, 321, 338, 360
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	<b>Teacher's Edition:</b> 168-169, 206, 244-245, 266, 286, 313, 330, 352
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<b>Teacher's Edition:</b> 11, 17, 24, 32, 43, 49, 53, 57, 60, 65, 66, 71, 73, 79, 83-84, 85, 92, 106-107, 114-115, 118, 123-124, 126, 134, 139, 145, 148, 158, 163, 164, 168-169, 176, 181, 184, 192, 193, 199, 200, 206, 208, 212-213, 214, 220, 222, 227, 230, 236, 240, 246, 254, 258-259, 264-265, 297-298, 312, 318, 320, 326, 330, 360, 365, 368
<i>Drafting, Revising and Editing</i> 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	<b>Teacher's Edition:</b> 85, 148, 214, 24, 259, 297-298, 330, 365
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	<b>Teacher's Edition:</b> 11, 12, 17, 19, 24, 26, 35, 36, 41, 49, 57, 65, 71, 78, 84, 90,101, 103, 107, 114-115, 118, 109, 123, 126, 132, 134, 139, 140, 145, 148, 154, 158, 163, 169, 175, 176, 181, 184, 193, 199, 200, 206, 208, 213, 214, 220, 227, 230, 236, 240, 245, 246, 252, 252, 259, 260, 265, 272, 276, 285, 286, 291, 292, 297-298, 300, 305, 307, 311, 312, 318, 320, 326, 330, 336, 343, 344, 350, 352, 358, 360, 365, 368
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	<b>Teacher's Edition:</b> 11, 32, 123-124, 126, 134, 140, 145, 158, 163, 170, 181, 192, 236, 240, 246, 254, 259, 291, 307, 321, 338, 360
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	<b>Teacher's Edition:</b> 11, 84, 106-107, 169, 244-245, 246, 147, 266, 286, 311, 313, 369
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	<b>Teacher's Edition:</b> 335
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	<b>Teacher's Edition:</b> 163, 199, 319, 338, 350

Grade 9 Grade-Level Indicators	Reading Advantage Level C
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	<b>Teacher's Edition:</b> 11, 12, 26, 35, 52, 60, 66, 73, 75, 78, 79, 84, 85, 102, 108, 126, 134, 148, 154, 158, 169, 170, 184, 199, 208, 214, 222, 227-228, 230, 254, 273, 276, 286, 292, 306, 312, 320, 326, 335, 338, 344, 350, 360
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<b>Teacher's Edition:</b> 335
<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<b>Teacher's Edition:</b> 36, 135, 213, 214, 266, 287, 313, 321

## Writing Applications

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and,</li> <li>c. include an organized, well-developed structure.</li> </ul>	<b>Teacher's Edition:</b> 11, 53, 231, 240, 330, 353
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	<b>Teacher's Edition:</b> 12, 18, 19, 32, 41, 43, 49, 53, 65, 114-115, 118, 123-124, 126, 135, 140, 154, 158, 164, 170, 171, 176, 184, 185, 192, 201, 206, 208, 227, 230, 236, 240, 252, 254, 255, 260, 272, 277, 291, 297-298, 300, 305, 311, 313, 326, 343, 344, 350, 358, 365, 368

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ul>	<p><b>Teacher's Edition:</b> 260, 318, 352</p>
<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	<p><b>Teacher's Edition:</b> 127, 135, 140, 149, 159, 199,240, 260, 277, 287, 293, 300, 307, 313, 330, 339, 345, 353, 361, 365</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> <li>c. exclude irrelevant information; and</li> <li>d. cite sources of information.</li> </ul>	<p><b>Teacher's Edition:</b> 85, 193, 320, 352</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p><b>Teacher's Edition:</b> 17, 26, 36, 41, 53, 67, 71, 74, 78, 80, 92, 101, 107, 109, 118, 139, 140, 159, 168-169, 171, 200, 208, 215, 220, 231, 241, 244-245, 247, 255, 260, 265, 276, 286, 291, 300, 307, 312, 330, 343, 344, 345, 369</p>

## Writing Conventions

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<p><b>Teacher's Edition:</b> 12, 26, 35, 52, 60, 66, 73, 79, 85, 102, 108, 126, 134, 148, 158, 170, 208, 214, 222, 230, 254, 276, 286, 292, 306, 312, 320, 338, 344, 360</p>

## Research

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow focus or extend the investigation.</p>	<p><b>Teacher's Edition:</b> 74, 103, 140, 148, 149, 159, 199, 201, 214, 236, 240, 255, 259, 293, 300, 307, 313, 321, 361, 369</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p><b>Teacher's Edition:</b> 19, 61, 74, 80, 103, 118, 127, 149, 159, 185, 201, 215, 241, 277, 287, 293, 300, 307, 313, 330, 339, 353, 361, 369</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).</p>	<p><b>Teacher's Edition:</b> 349</p>
<p>4. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.</p>	<p><b>Teacher's Edition:</b> 16-17, 18, 30-31, 35, 37, 39, 52, 57, 64, 83, 89, 92, 100, 106, 108, 113, 126, 134, 144-145, 148, 162, 164, 174, 176, 204, 218-219, 222, 226, 230, 246, 250-251, 254, 290, 292, 296, 310, 325, 330, 344, 352, 360, 364-365, 368</p>
<p>7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p><b>Teacher's Edition:</b> 27, 74, 80, 93, 103, 118, 127, 140, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 330, 339, 353, 361, 369</p>

## C o m m u n i c a t i o n : O r a l a n d V i s u a l

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p><i>Listening and Viewing</i></p> <p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p>	<p><b>Teacher's Edition:</b> 13, 136, 43, 61, 74, 80, 93, 103, 118, 126, 148, 164, 170, 176, 223, 246, 352, 360</p>
<p>2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.</p>	<p><b>Teacher's Edition:</b> 60</p>
<p>3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.</p>	<p><b>Teacher's Edition:</b> 60</p>
<p>4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.</p>	<p><b>Teacher's Edition:</b> 60</p>
<p><i>Speaking Skills and Strategies</i></p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p><b>Teacher's Edition:</b> 60</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p><b>Teacher's Edition:</b> 13, 19, 27, 36, 43, 53, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p><b>Teacher's Edition:</b> 11, 84, 106-107, 169, 244-245, 246, 147, 266, 286, 311, 313, 369</p>

Grade 9 Grade-Level Indicators	Reading Advantage Level C
<p><i>Speaking Skills and Strategies</i></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ul>	<p><b>Teacher's Edition:</b> 74, 103, 140, 148, 149, 199, 214, 236, 240, 255, 259, 321</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Teacher's Edition:</b> 135, 149, 159, 255, 300, 321, 339, 369</p>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</li> <li>c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;</li> <li>d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p><b>Teacher's Edition:</b> 85, 193, 320, 352</p>

## Reading Advantage Level D © 2005

### correlated to

# Ohio Language Arts Academic Content Standards

## Grade 9

### Acquisition of Vocabulary

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<p><b>Teacher’s Edition:</b> 6, 9, 10, 14, 18, 28, 33, 41, 46-47, 49-50, 55, 83, 86, 88-89, 96-97, 105, 108-109, 113, 118, 120, 126-127, 132, 135, 138, 142, 152-153, 160-161, 164, 166, 169, 171, 172, 174-175, 187, 192, 194, 199, 203, 207, 214, 216-217, 220, 223-224, 231, 239, 241, 245, 248, 254-255, 262, 265-266, 269, 278, 281, 285, 293, 299-300, 307-308, 311, 315-316, 319, 323-325, 328, 330, 336-337, 344-345, 350-351, 358, 362</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p><b>Teacher’s Edition:</b> 58, 124, 131, 146, 152-153, 156, 172, 191, 195, 225, 244, 251, 271, 272, 289, 303-304, 333, 340, 353-354, 356</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p><b>Teacher’s Edition:</b> 252, 258, 260, 268, 286, 321</p>
<p>4. Examine and discuss ways historical events have influenced the English language.</p>	<p><b>Teacher’s Edition:</b> 77, 97, 102-103, 166, 348, 354, 356, 357, 364, 365</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p><b>Teacher’s Edition:</b> 18, 28, 36, 43, 68, 76, 84, 90, 100, 102, 110, 118, 124, 132, 139, 150, 158, 164, 166, 172, 175, 180, 192, 196, 204, 214, 220, 228, 233-234, 236, 282, 290, 296, 297, 313, 321, 326, 328, 342, 358</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p><b>Teacher’s Edition:</b> 12, 38, 44, 49-50, 97, 102, 109, 118, 152-153, 191, 192, 282, 305, 346-347, 348, 358, 363, 365</p>

# Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p><b>Teacher's Edition:</b> 6-7, 8-9, 12-13, 15, 25, 30, 32-33, 41, 47, 55, 63, 65, 71, 79, 87, 97, 105, 107, 112-113, 114, 121, 124, 126, 127, 135, 143, 153, 161, 169, 170, 171, 175, 187, 190, 194, 199, 202, 207, 209-210, 217, 218, 223, 224, 231, 239, 247-248, 250, 255, 257, 263, 265, 269, 279, 280, 286, 297, 299, 300, 301, 308, 316, 317, 318, 324, 325, 331, 337, 345, 346, 348, 351, 353, 359, 361</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.</p>	<p><b>Teacher's Edition:</b> 8-9, 12, 13, 17, 22, 23, 26, 27, 31, 34, 35, 39, 42, 45, 48-49, 53, 56, 57, 61, 65, 69, 74, 77, 81, 82, 85, 88, 91, 99, 103, 106, 111, 115, 119, 122, 125, 130, 133, 137, 140, 151, 155, 159, 163, 167, 171, 173, 177, 181, 189, 190, 193, 197, 202, 205, 209-210, 215, 217, 218, 221, 225, 229, 233, 237, 246, 250-251, 253, 257, 261, 264, 268, 270-271, 273, 280-281, 283, 288, 291, 295, 298, 302-303, 310, 314, 318, 322, 325-326, 329, 332, 335, 339, 343, 346, 349, 353, 357, 361, 365</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p><b>Teacher's Edition:</b> 8, 12-13, 15, 16-17, 26-27, 38, 57, 60, 73, 82, 87-88, 98, 103, 110, 124, 128, 129, 136, 139, 143, 154, 155, 166, 170, 172, 176, 180, 188, 189, 200, 201, 204, 209, 214, 224, 240, 242, 243, 249, 256, 260, 263-264, 270, 280, 286, 287, 290-291, 294, 309, 331-332, 334, 336-337, 351-352, 356</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p><b>Teacher's Edition:</b> 45, 69, 85, 173, 268, 283, 291, 357, 366-372</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p><b>Teacher's Edition:</b> 13, 23, 31, 39, 45, 69, 77, 85, 91, 133, 140, 151, 173, 181, 193, 197, 215, 221, 229, 246, 261, 268, 273, 283, 314, 329, 335, 348, 357, 366-372</p>

## Reading Applications: Informational, Technical and Persuasive Text

Grade 9 Grade-Level Indicators	Reading Advantage Level D
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	<b>Teacher's Edition:</b> 36, 64, 69, 73, 76, 118, 122, 124, 130, 140, 152, 155, 160-161, 163, 171, 177, 202, 223-224, 232, 233, 236, 241, 243, 245, 250, 252, 264, 265, 270-271, 288, 289, 294, 295, 297, 307, 310, 330, 332, 339, 342, 352
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	<b>Teacher's Edition:</b> 47, 107, 129, 132, 134, 189, 195, 217, 231-232, 233, 236, 343
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	<b>Teacher's Edition:</b> 39, 45, 52, 63, 69, 77, 84, 86, 150, 197, 214, 267, 273, 283, 299, 303, 313, 321, 335, 343
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	<b>Teacher's Edition:</b> 118, 123, 166, 193, 225, 305, 328, 364
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	<b>Teacher's Edition:</b> 44, 110, 118, 139, 162, 218, 236, 251, 252, 338-339, 342, 346, 364
6. Analyze the author's development of key points to support argument or point of view.	<b>Teacher's Edition:</b> 44, 110, 118, 139, 162, 218, 236, 250-251, 252, 338-339, 342, 346, 364
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<b>Teacher's Edition:</b> 31, 61, 158, 159, 187, 261, 289, 296, 306, 326, 335
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<b>Teacher's Edition:</b> 158, 159, 187, 289, 296

## Reading Applications: Literary Text

Grade 9 Grade-Level Indicators	Reading Advantage Level D
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	<b>Teacher's Edition:</b> 48, 150, 208, 210, 264, 267, 301, 317, 352
2. Analyze the influence of setting in relation to other literary elements.	<b>Teacher's Edition:</b> 48, 80, 150, 208, 264, 317
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	<b>Teacher's Edition:</b> 52, 84, 150, 267, 317, 321
4. Evaluate the point of view used in a literary text.	<b>Teacher's Edition:</b> 82, 85, 247, 337, 338-339
5. Interpret universal themes across different works by the same author and different authors.	<b>Teacher's Edition:</b> 85, 96, 104, 134, 141, 182, 230, 262, 274, 315, 350
6. Explain how an author's choice of genre affects the expression of a theme or topic.	<b>Teacher's Edition:</b> 22, 54-55, 78-79, 82, 84, 85, 122, 124, 134-135, 137, 208, 230-231, 241-242, 264, 301, 306, 317, 321, 350, 356
7. Explain how foreshadowing and flashback are used to shape plot in a literary text	<b>Teacher's Edition:</b> 144
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	<b>Teacher's Edition:</b> 22, 36, 118, 150, 177, 181, 202, 247, 250, 252, 258, 260, 268, 286, 289, 306, 321, 342
10. Explain how authors use symbols to create broader meanings.	<b>Teacher's Edition:</b> 215, 230
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	<b>Teacher's Edition:</b> 252, 284

## Writing Processes

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p><i>Prewriting</i></p> <p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p><b>Teacher’s Edition:</b> 85, 91, 100, 108, 111, 118, 123, 130, 132, 138, 151, 164, 166, 171, 190, 204, 205, 228, 243, 261, 273, 289, 306, 310-311, 333, 334, 335, 349, 364</p>
<p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p>	<p><b>Teacher’s Edition:</b> 13, 23, 31, 39, 103, 124, 173, 196, 229</p>
<p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p>	<p><b>Teacher’s Edition:</b> 122-123, 158, 180, 193, 225, 228, 334</p>
<p>4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.</p>	<p><b>Teacher’s Edition:</b> 18, 60, 69, 85, 91, 108, 118, 130, 151, 158, 166, 180, 193, 204, 220, 225, 228, 283, 289, 296, 306, 310, 326, 334, 364</p>
<p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p><b>Teacher’s Edition:</b> 18, 43, 53, 65, 69, 76, 111, 116, 118, 119, 123, 130, 132, 138, 156, 158, 164, 166, 180, 190, 193, 195, 228, 283, 289, 296, 303, 305, 333, 334</p>
<p><i>Drafting, Revising and Editing</i></p> <p>6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</p>	<p><b>Teacher’s Edition:</b> 118, 123, 289, 296, 334</p>
<p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p><b>Teacher’s Edition:</b> 289</p>
<p>8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</p>	<p><b>Teacher’s Edition:</b> 69, 116, 123</p>
<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.</p>	<p><b>Teacher’s Edition:</b> 111, 181, 271, 289, 306, 326, 342</p>

Grade 9 Grade-Level Indicators	Reading Advantage Level D
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	<b>Teacher's Edition:</b> 12, 97, 102, 118, 152
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	<b>Teacher's Edition:</b> 12, 28, 30, 36, 38, 43, 68, 76, 84, 90, 100, 102, 110, 118, 124, 132, 139, 150, 158, 166, 172, 180, 192, 196, 204, 210-211, 214, 220, 228, 236, 245, 252, 253, 260, 267, 272, 282, 290, 297, 305, 313, 321, 328, 334, 337, 342
<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<b>Teacher's Edition:</b> 13, 31, 39, 61, 91, 111, 159, 167, 181, 193, 253, 273, 289, 314, 322, 326, 329, 334, 335, 342, 349

## Writing Applications

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and,</li> <li>c. include an organized, well-developed structure.</li> </ul>	<b>Teacher's Edition:</b> 53, 58, 268, 303
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	<b>Teacher's Edition:</b> 36, 43, 65, 85, 111, 116, 119, 138, 139, 195, 210, 252, 261, 283, 306

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ul>	<p><b>Teacher's Edition:</b> 296</p>
<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	<p><b>Teacher's Edition:</b> 18, 111, 119, 123, 158, 164, 180, 190, 228, 283, 334</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> <li>c. exclude irrelevant information; and</li> <li>d. cite sources of information.</li> </ul>	<p><b>Teacher's Edition:</b> 118, 123, 166, 193, 225, 305, 328, 364</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p><b>Teacher's Edition:</b> 13, 18, 22, 23, 27, 30, 31, 38, 45, 49, 53, 74, 76, 91, 100, 103, 108, 124, 125, 130, 132, 133, 140, 156, 159, 167, 171, 173, 195, 204, 205, 215, 219, 220, 221, 243, 245, 246, 252, 253, 257, 268, 271, 272, 273, 281, 322, 326, 343, 349, 356, 362, 365</p>

## Writing Conventions

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<p><b>Teacher's Edition:</b> 12, 30, 38, 102, 245, 252, 260, 267, 272, 282, 290, 297, 313, 328, 334, 342</p>
<p><i>Punctuation and Capitalization</i></p> <p>2. Use correct punctuation and capitalization.</p>	<p><b>Teacher's Edition:</b> 172, 245, 253</p>

## Research

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow focus or extend the investigation.</p>	<p><b>Teacher's Edition:</b> 13, 31, 197, 103, 133, 151, 167, 173, 181, 197, 205, 215, 221, 349, 365</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p><b>Teacher's Edition:</b> 23, 31, 77, 91, 103, 119, 124, 125, 133, 140, 151, 167, 173, 181, 193, 197, 205, 215, 221, 229, 237, 246, 261, 268, 273, 291, 314, 328, 329, 335, 349, 357, 365</p>
<p>4. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.</p>	<p><b>Teacher's Edition:</b> 103, 118, 167</p>
<p>7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p><b>Teacher's Edition:</b> 13, 31, 39, 69, 77, 91, 124, 159, 167, 173, 193, 215, 221, 237, 273, 283, 298, 314, 329, 349</p>

## Communication: Oral and Visual

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p><i>Listening and Viewing</i></p> <p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p>	<p><b>Teacher's Edition:</b> 52, 91, 110, 140, 151, 205, 237, 298, 313, 339-340, 357</p>

Grade 9 Grade-Level Indicators	Reading Advantage Level D
4. Identify the speaker’s choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.	<b>Teacher’s Edition:</b> 53, 166, 220, 310-311, 322
<p><i>Speaking Skills and Strategies</i></p> 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<b>Teacher’s Edition:</b> 53, 151, 166, 173, 205, 220, 298, 310-311, 322, 339-340
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<b>Teacher’s Edition:</b> 13, 30, 44, 53, 61, 69, 77, 85, 91, 103, 111, 119, 124, 140, 151, 158, 173, 180, 193, 197, 205, 215, 220, 228, 236, 237, 245, 252, 260, 268, 273, 283, 291, 298, 306, 313, 322, 328, 334, 342, 349, 357, 365
7. Vary language choices as appropriate to the context of the speech.	<b>Teacher’s Edition:</b> 53, 166, 220, 310-311, 322
<p><i>Speaking Skills and Strategies</i></p> 8. Deliver informational presentations (e.g., expository, research) that: <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ol>	<b>Teacher’s Edition:</b> 103, 167
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	<b>Teacher’s Edition:</b> 13, 23, 31, 77, 103, 133, 140, 167, 181, 193, 215, 220, 221, 229, 237, 253, 291, 314, 329, 325, 343, 349

Grade 9 Grade-Level Indicators	Reading Advantage Level D
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</li> <li>c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;</li> <li>d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p><b>Teacher's Edition:</b> 166</p>



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