

9th Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p>Students demonstrate an understanding and control of a variety of reading tasks. They:</p> <ul style="list-style-type: none"> - read a number of different types of literary, informational, and graphic texts. - analyze and respond to unabridged text selections of a wide variety of genres with some support. - use skills in independent research to gather information (in the library, computer, printed media) - identify and analyze the characteristics of a number of different text forms (salutation and closing in a personal letter, explain how a text relates to their personal experience, etc) - analyze plot, evaluating plot's structure and development and the way conflict is resolved, analyze character and characterization, the importance of the setting to the mood, tone and meaning of the text. - respond critically to literature, giving well-supported answers. - use reading strategies such as comparing, contrasting, cause-effect relationships, predicting, author and background study. - choose grade-appropriate reading material for personal enjoyment . 	<p>Students write English for a variety of purposes using correctly the conventions appropriate for this level, and with increasing accuracy. They:</p> <ul style="list-style-type: none"> - produce letters, emails, reports, stories, essays, articles with few grammatical or spelling errors. - revise, edit, and proofread drafts using a number of teacher-directed and independent strategies. - use connecting devices and transition words and phrases to link sentences and show relationships between ideas and information. - organize information relating to a written prompt following the required structures and planning at grade-level. - produce short texts to convey information and ideas for academic purposes and to express ideas and feelings on personal and familiar topics. - use the grammatical structures and conventions of written English appropriate for this level . - use a number of pre-writing strategies to generate vocabulary and develop and organize ideas for writing. - identify and use a number of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful (use a writer's notebook to keep track of new and interesting words and ideas for writing) 	<p>Students speak English accurately in most situations. They:</p> <ul style="list-style-type: none"> - use English appropriately in a range of situations (agree, disagree, describe, express opinions, persuade, convince, narrate, argue, summarize, converse) - speak with grade-appropriate vocabulary and sentence structure. - speak with fluency and clarity in a large group. - self-correct common and not so common grammatical errors. - make academic presentations using resources. - give supported answers in discussions. - use some basic clarification and repair strategies to bridge gaps in spoken communication(ask for confirmation that a word is used correctly, use pause fillers such as "well...um...oh...", to gain time to organize thoughts, start again using different phrasing when listeners seem confused, use rehearsed phrases from a list of learned expressions) - use correctly the grammatical structures of spoken English appropriate for this level. - use some common conversational expressions and appropriate non-verbal communication cues to negotiate structures spoken interaction (non-verbal cues such as nodding, maintaining eye contact, and making encouraging noises, polite expressions of agreement such as "right", "that's fine",etc) 	<p>Students understand spoken English in different situations. They:</p> <ul style="list-style-type: none"> - respond to complex sentence structures in discussions. - respond to spoken English in social, academic, formal, and informal situations, including some idioms, and conversational nuances (irony, humour) - respond to new vocabulary. - identify specific information and ideas in different contexts. - take notes from teacher lessons with few mistakes. - participate actively in oral discussions in small groups. - respond to intonation patterns and different accents. - demonstrate comprehension of specific information in directions, instructions, and classroom presentations on familiar and new topics, with contextual and visual support.