

9th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
9.R.1.1 Use various reading and study strategies to increase comprehension.	9.A.R.1.1 Use pre-reading strategies to increase comprehension.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
9.R.2.1 Analyze and summarize an author’s use of complex literary elements.	9.A.R.2.1 Identify the effects of literary elements.
9.R.2.2. Analyze and describe the effect of figurative language and other literary devices in various genres.	9.A.R.2.2 Explore and respond to the effects of literary devices.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
9.R.3.1. Analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods.	9.A.R.3.1 Select reading material relative to reader’s purpose.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
9.R.4.1 Compile and evaluate potential sources for research projects.	9.A.R.4.1 Select useful sources.

South Dakota 9th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Apply pre-reading strategies to increase comprehension. • Identify and explain the effects of literary elements. • Identify and explain the effects of literary devices.

	<ul style="list-style-type: none"> • Select and use reading material relative to purpose. • Select and use practical sources of information.
Applying	<ul style="list-style-type: none"> • Use pre-reading strategies to increase comprehension. • Identify the effects of literary elements. • Explore and respond to the effects of literary devices. • Select reading material relative to reader's purpose. • Select useful sources.
Developing	<ul style="list-style-type: none"> • Identify pre-reading strategies to increase comprehension. • Identify literary elements. • Identify literary devices. • Use material relative to purpose. • Use practical sources.
Introducing	<ul style="list-style-type: none"> • Name pre-reading strategies to increase comprehension. • Name literary elements. • Name literary devices. • Explore and respond to reading material relative to purpose. • Explore and respond to practical sources.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.