Parents’ Guide to Student Success

*English Language Arts*

***Ninth Grade***

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

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| **Here are Some Things Your Child Will Be Working on in Ninth Grade**   * Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis * Making more connections about how complex ideas interact and develop within a book, essay, or article * Making an argument that is logical, well-reasoned, and supported by evidence * Conducting several research projects that address different aspects of the same topic, using more complex books, articles, and other sources * Learning how to accurately incorporate scholarly sources into a full length paper and cite them correctly * Learning how to correctly format papers using a standard format |

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| **Keeping the Conversation Focused:**  When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 9, these include:   * Reading on a regular basis texts that are both assigned and not assigned to build Lexile level. * Understanding the importance of giving credit when taking information from sources. * Writing on a regular basis and having a strong grasp of grammar and mechanics. |

**Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some suggestions to ensure your student is successful in high school and beyond.

Resource: <http://www.pta.org/parents/>

**Parent Tips - Planning for College and Career**

At the beginning of high school, sit down with your child’s teachers, counselor, or other advisor to discuss what it will take for your child to graduate, your child’s goals, and his or her plans after high school. Create a plan together to help your child reach these goals, and review it every year to make sure he or she is on track.

**This plan should include:**

 An appropriate course sequence to meet your child’s goals. For example, if your child wants to study biosciences in college, he or she will likely need additional or advanced math and science courses in high school to be prepared for college-level coursework.

 The most appropriate extracurricular activities for your child to participate in. For example, if your child is interested in journalism or photography, encourage him or her to sign up for the school newspaper or yearbook. These activities will help your child expand his or her learning outside of school and may help foster new hobbies or interests.

 Ways you can help your child prepare for college or career. For example, if your child is interested in a particular field, look to see if internships exist to build his or her work experience in that subject area. Look for college fairs to attend, and encourage your child to visit colleges he or she might be interested in.

 Finding ways to pay for college or advanced training. College can be expensive, but there are lots of ways to get financial help, such as scholarships, grants, work study programs, and student loans. You just need to make the time for you and your child to do the research. You can start by helping your child fill out the FAFSA (Free Application for Federal Student Aid) during his or her senior year of high school. Visit www.fafsa.ed.gov for help and more information on FAFSA and financial aid.

**Ninth Grade**

Nine Week Checkpoints for Parents and Students



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| **Helpful Websites** | |
| <http://www.revisionassistant.com>  <https://wwww.turnitin.com>  <https://tinyurl.comPearsonhighschool>  https://lexile.com  <http://www.readwritethink.org> | |
| **First Nine Weeks** | **Second Nine Weeks** |
| *Students should know and be able to:*   * Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths. * Demonstrate an understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing. * Analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). * Analyze how an author unfolds an analysis or series of ideas (including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them). * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | *Students should know and be able to:*   * Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths. * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. * Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. * Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. * Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. * Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. * Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. * Incorporate research into a variety of writing styles while using a standard format of citation. | *Students should know and be able to:*   * Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths. * Demonstrate an understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing. * Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |