

Reading

GRADE 9 (GENERAL ENGLISH)

STANDARD 1

The student understands and uses different reading skills and strategies to read.

To meet this standard, the student will:

Benchmark 9R.1.1: Use word recognition and word meaning skills to read and comprehend text

Indicators:

- 9R.1.1.1 Use a variety of word identification and meaning strategies including word origins, prefixes, suffixes, roots and derivatives
- 9R.1.1.2 Make predictions and confirm/modify predictions while reading
- 9R.1.1.3 Use a full range of strategies to comprehend words and ideas: self-correct, reread, read on, slow down

Benchmark 9R.1.2: Build vocabulary through reading

Indicators:

- 9R.1.2.1 Explain how word usage and meaning can change in different contexts, cultures, and communities
- 9R.1.2.2 Increase reading skills by studying vocabulary from texts and supplemental materials

Benchmark 9R.1.3: Read fluently, adjusting reading for purpose and material

Indicators:

- 9R.1.3.1 Read fluently, focusing on text details to deepen the meaning
- 9R.1.3.2 Read at different speeds, using scanning and/or careful reading as appropriate
- 9R.1.3.3 Read fluently, deciphering essential information from non-essential information

Benchmark 9R.1.4: Understand elements of literature

Indicators:

- 9R.1.4.1 Read, respond to, and discuss a variety of fiction and non-fiction
- 9R.1.4.2 Understand fiction elements: character, plot, conflict, point of view, and setting and theme
- 9R.1.4.3 Understand literacy devices

Benchmark 9R.1.5: Use technology

Indicators:

- 9R.1.5.1 Read, analyze, and use information materials to demonstrate understanding
- 9R.1.5.2 Locate specific information to pursue an interest or complete a project
- 9R.1.5.3 Use organizational features of electronic information
- 9R.1.5.4 Cite sources using MLA standards
- 9R.1.5.5 Explore and use a variety of publishing options (e.g. Microsoft Word, Microsoft Publisher, imovie) to present your information
- 9R.1.5.6 Use a variety of online submission options

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Grade 9 (General English), Approved January, 2007, Revised June, 2010

Reading

GRADE 9 (GENERAL ENGLISH)

STANDARD 2

The student *understands the meaning of what is read.*

To meet this standard, the student will:

Benchmark 9R.2.1: Comprehend important ideas and details

Indicators:

- 9R.2.1.1 Increase comprehension of technical materials, complex narratives, and exposition
- 9R.2.1.2 Identify main idea and supporting details
- 9R.2.1.3 Summarize with evidence from text
- 9R.2.1.4 Generate question from reading using prior knowledge
- 9R.2.1.5 Use prior knowledge of issues, characters, events, and information to extend understanding
- 9R.2.1.6 Make inferences and predictions based on reading
- 9R.2.1.7 Generate questioning from reading using prior knowledge

Benchmark 9R.2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- 9R.2.2.1 Compare and contrast information and ideas within a range of texts
- 9R.2.2.2 Make connections within and among texts
- 9R.2.2.3 Separate fact from opinion
- 9R.2.2.4 Begin to analyze, interpret, and evaluate ideas and concepts within and among texts
- 9R.2.2.5 Assert a literary thesis and support it

Benchmark 9R.2.3: Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- 9R.2.3.1 Identify author's purpose and effectiveness
- 9R.2.3.2 Understand how authors use language to influence
- 9R.2.3.3 Explore how bias, stereotypes, over-generalization, association, and other devices can influence readers
- 9R.2.3.4 Understand how fiction and nonfiction material carry authors' thoughts and feelings
- 9R.2.3.5 Compare authors' value system with Biblical truth

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Reading

GRADE 9 (GENERAL ENGLISH)

STANDARD 3

The student *reads different materials for a variety of purposes.*

To meet this standard, the student will:

Benchmark 9R.3.1: Read to learn new information

Indicators:

- 9R.3.1.1 Locate, understand and interpret material across the curriculum to investigate a question, topic or issue: public documents, graphs and charts, encyclopedia, journals, newspapers
- 9R.3.1.2 Use complex organizational features of printed text: title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.
- 9R.3.1.3 Interpret visual information
- 9R.3.1.4 Read informational, expository, and persuasive genres

Benchmark 9R.3.2: Read to perform a task

Indicators:

- 9R.3.2.1 Use effective strategies to locate and organize technical information
- 9R.3.2.2 Organize information from resource materials in order to communicate effectively
- 9R.3.2.3 Understand and interpret complex information to perform tasks for a specific audience and purpose (e.g. schedules, maps, recipes, consumer reports, catalogs, job applications, classroom instructions, etc.)

Benchmark 9R.3.3: Read for literary experience integrating a Christian worldview

Indicators:

- 9R.3.3.1 Read, respond to, and evaluate contemporary and classic fiction and non-fiction
- 9R.3.3.2 Understand and analyze recurring themes in literature
- 9R.3.3.3 Read critically to analyze multiple perspectives
- 9R.3.3.4 Explore political systems to understand historical and current issues
- 9R.3.3.5 Compare and contrast diverse text to better understand issues

Benchmark 9R.3.4: Develop interests and share reading experiences

Indicators:

- 9R.3.4.1 Self-select reading material
- 9R.3.4.2 Read independently for a variety of reasons
- 9R.3.4.3 Read widely and frequently
- 9R.3.4.4 Share literary experiences

Benchmark 9R.3.5: Develop reading through technology

Indicator:

- 9R.3.5.1 Use basic electronic reference tools (computers)

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Benchmark 9R.3.6: Recognize God's character through various written material

Indicator:

9R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 9 (GENERAL ENGLISH)

STANDARD 4

The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

Benchmark 9R.4.1: Assess strengths and needs for improvement

Indicators:

- 9R.4.1.1 Set goals and take responsibility for own literacy
- 9R.4.1.2 Identify problems and monitor progress
- 9R.4.1.3 Use strategies to solve reading problems
- 9R.4.1.4 Choose materials appropriate to tasks and reading level

Benchmark 9R.4.2: Seek and offer feedback to improve reading

Indicators:

- 9R.4.2.1 Discuss the use of reading strategies with others
- 9R.4.2.2 Seek and offer feedback to improve reading

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Writing

GRADE 9 (GENERAL ENGLISH)

STANDARD 1

The student writes clearly and effectively.

To meet this standard, the student will:

Benchmark 9W.1.1: Develop concept and design: ideas & organization

Indicators: Ideas

- 9W.1.1.1 Demonstrate insight and perception in approach to topic
- 9W.1.1.2 Write effectively to fulfill a purpose
- 9W.1.1.3 Use a variety of forms
- 9W.1.1.4 Support the central idea with carefully chosen and focused detail
- 9W.1.1.5 Generate essential ideas

Indicators: Organization

- 9W.1.1.6 Use appropriate organizational structure
- 9W.1.1.7 Elaborate detail to develop topic without losing focus
- 9W.1.1.8 Use the central idea or theme to pull the reader through the text
- 9W.1.1.9 Practice constructing sequenced paragraphs using effective transitions
- 9W.1.1.10 Discriminate between essential information and trivia
- 9W.1.1.11 Write a five paragraph essay with thesis
- 9W.1.1.12 Develop analysis, persuasion, and exposition logically
- 9W.1.1.13 Control emphasis, sequencing, structural focus and transitions in a wide variety of forms

Benchmark 9W.1.2: Use appropriate voice for audience and purpose

Indicators:

- 9W.1.2.1 Recognize individuality/personality of voice
- 9W.1.2.2 Modify and strengthen own voice in a variety of rhetorical contexts
- 9W.1.2.3 Produce text that is individualistic and expressive
- 9W.1.2.4 Eliminate self reference when writing formally
- 9W.1.2.5 Connect with the intended audience

Benchmark 9W.1.3: Use word choice appropriate to the audience and purpose

Indicators:

- 9W.1.3.1 Use language that is precise, engaging, and well-suited to the topic and audience
- 9W.1.3.2 Choose words to convey intended message in a precise, interesting, and natural way
- 9W.1.3.3 Apply diction appropriate to situation and audience
- 9W.1.3.4 Choose colorful and/or creative language
- 9W.1.3.5 Experiment with figurative language and sound patterns
- 9W.1.3.6 Practice choosing words and tone

Benchmark 9W.1.4: Use sentence fluency appropriate to the audience and purpose

Indicators:

- 9W.1.4.1 Vary sentence structures for effect
- 9W.1.4.2 Recognize and correct fragments and run-ons
- 9W.1.4.3 Use sophisticated sentence structure
- 9W.1.4.4 Experiment with different transitions

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Benchmark 9W.1.5: Apply writing conventions

Indicators:

- 9W.1.5.1 Follow standard conventions to produce clear and correctly written paper
- 9W.1.5.2 Continue to be consistent with verb tense
- 9W.1.5.3 Use paragraphs and other textual markers to help reader through the text
- 9W.1.5.4 Write legibly

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Writing

GRADE 9 (GENERAL ENGLISH)

STANDARD 2

The student *writes in a variety of forms for different audiences and purposes.*

To meet this standard, the student will:

Benchmark 9W.2.1: Write for different audiences

Indicators:

- 9W.2.1.1 Identify, analyze, recognize and meet audiences' needs
- 9W.2.1.2 Adjust writing for unknown audience
- 9W.2.1.3 Predict how a particular audience may interpret a text

Benchmark 9W.2.2: Write for different purposes integrating a Christian worldview

Indicators:

- 9W.2.2.1 Clarify and reflect on personal responses to literature and ideas
- 9W.2.2.2 Reflect upon own experiences to make inferences or draw conclusions
- 9W.2.2.3 Entertain
- 9W.2.2.4 Persuade
- 9W.2.2.5 Present analytical response to literature
- 9W.2.2.6 Communicate research findings
- 9W.2.2.7 Narrate
- 9W.2.2.8 Explore possibilities of language

Benchmark 9W.2.3: Write in a variety of forms

Indicators:

- 9W.2.3.1 Write in a variety of forms: journal, poem, reading/learning log, paraphrase, story, essay, business letter, outlines, descriptive pieces, 'show don't tell' exercises
- 9W.2.3.2 Interweave elements of exposition, argumentation, and narration, figurative and rhythmic language as needed according to audience and purpose

Benchmark 9W.2.4: Use technology as a tool in writing

Indicators:

- 9W.2.4.1 Cite sources according to MLA handbook
- 9W.2.4.2 Explore and use a variety of publishing options

Benchmark 9W.2.5: Write for real life applications

Indicators:

- 9W.2.5.1 Write for research
- 9W.2.5.2 Apply MLA standards for documentation
- 9W.2.5.3 Create paper in Microsoft Word

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Benchmark 9W.2.6: Understand that God recognizes writing as a powerful tool to influence people

Indicators:

- 9W.2.6.1 Integrate Christian world view into a variety of written styles: journal, poem, reading/learning log, paraphrase, story, essay, descriptive pieces
- 9W.2.6.2 Write in a manner consistent with Christian values and world view

Writing

GRADE 9 (GENERAL ENGLISH)

STANDARD 3

The student *understands and uses the steps of the writing process.*

To meet this standard, the student will:

Benchmark 9W.3.1: Pre-write

Indicators:

- 9W.3.1.1 Select appropriate prewriting activities independently (brainstorming, clustering, mapping, free-writing)
- 9W.3.1.2 Gather and use available technology to organize information from a variety of sources including texts, video and audio
- 9W.3.1.3 Develop ability to analyze and synthesize information
- 9W.3.1.4 Demonstrate ability to select and narrow topic
- 9W.3.1.5 Choose appropriate mode of expression and author's point of view

Benchmark 9W.3.2: Draft

Indicators:

- 9W.3.2.1 Select and organize ideas from prewriting appropriate for audience, purpose, and content
- 9W.3.2.2 Focus on a thesis or theme
- 9W.3.2.3 Develop coherent supporting paragraphs with appropriate topic sentences
- 9W.3.2.4 Include appropriate introduction, body and conclusion
- 9W.3.2.5 Provide adequate detail or evidence
- 9W.3.2.6 Sustain flow of a single text over more than one writing session
- 9W.3.2.7 Draft text that uses logical flow of ideas and relationships

Benchmark 9W.3.3: Revise

Indicators:

- 9W.3.3.1 Collaborate with peers to clarify ideas
- 9W.3.3.2 Investigate other sources to improve text
- 9W.3.3.3 Revise according to Six-Trait model (see standard 1)
- 9W.3.3.4 Change text order to improve logic and argument and enhance effect and meaning
- 9W.3.3.5 Use sophisticated sentence structure

Benchmark 9W.3.4: Edit

Indicators:

- 9W.3.4.1 Demonstrate ability to self-correct
- 9W.3.4.2 Correct mechanics and grammar; edit for grade-level conventions
- 9W.3.4.3 Collaborate with peers to improve mechanics
- 9W.3.4.4 Use applications, technology and appropriate reference tools to improve mechanics
- 9W.3.4.5 Use proofreading marks

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Benchmark 9W.3.5: Publish

Indicators:

- 9W.3.5.1 Prepare final copy suitable for publishing
- 9W.3.5.2 Use expanded resources in technology when appropriate
- 9W.3.5.3 Publish writing for a variety of audience

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 9 (GENERAL ENGLISH)

STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

Benchmark 9W.4.1: Assess own strengths and needs for improvement

Indicators:

- 9W.4.1.1 Articulate the qualities that make writing effective
- 9W.4.1.2 Reflect on the works of talented authors to improve writing
- 9W.4.1.3 Evaluate own strengths and needs as a writer
- 9W.4.1.4 Continue to use Six-Trait criteria to improve writing

Benchmark 9W.4.2: Seek and offer feedback

Indicators:

- 9W.4.2.1 Offer specific feedback according to Six-Trait model
- 9W.4.2.2 Seek, evaluate, accept, and apply feedback when appropriate

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 9 (GENERAL ENGLISH)

STANDARD 1

The student *communicates ideas clearly and effectively*.

To meet this standard, the student will:

Benchmark 9C.1.1: Communicate clearly to a range of audiences for different purposes

Indicators:

- 9C.1.1.1 Communicate effectively with an expanding range of audiences
- 9C.1.1.2 Communicate for a range of purposes (to inform, entertain, and persuade)
- 9C.1.1.3 Identify and use a range of communication forms (debates, formal speeches, informal speeches, prepared and impromptu speeches)
- 9C.1.1.4 Make connections between own purpose and audience's interests and needs
- 9C.1.1.5 Understand cultural influences on communication

Benchmark 9C.1.2: Develop content and ideas

Indicators:

- 9C.1.2.1 Vary content to convey message to chosen audience
- 9C.1.2.2 Use technology to browse, retrieve, and select information from various sources
- 9C.1.2.3 Create a comprehensive and well-organized presentation appropriate to purpose and audience
- 9C.1.2.4 Make a well-reasoned insightful presentation by related details
- 9C.1.2.5 Document primary and secondary sources representing a variety of views and perspectives

Benchmark 9C.1.3: Use effective delivery

Indicators:

- 9C.1.3.1 Skillfully use voice inflection and volume
- 9C.1.3.2 Project voice
- 9C.1.3.3 Use logic, argument, or appeal to feelings to address audience
- 9C.1.3.4 Use appropriate techniques to receive and hold audience's attention
- 9C.1.3.5 Use good posture and eye contact
- 9C.1.3.6 Use facial expression, body movement, and gestures to convey tone and mood appropriate to audience and message
- 9C.1.3.7 Demonstrate oral fluency

Benchmark 9C.1.4: Use effective language and style

Indicators:

- 9C.1.4.1 Speak using standard grammar
- 9C.1.4.2 Use a range of sentence structures
- 9C.1.4.3 Use language that is engaging and well-suited to topic and audience
- 9C.1.4.4 Use figurative language and/or dialect to create an intended effect
- 9C.1.4.5 Make creative presentations using appropriate originality and elaboration

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 9C.1.5: Effectively use action, sound, and/or images to support presentations

Indicators:

- 9C.1.5.1 Communicate messages through oral, artistic, graphic and/or multi –media presentations when appropriate
- 9C.1.5.2 Connect ideas and products to form new concepts
- 9C.1.5.3 Demonstrate sophisticated use of available technology to present ideas and concepts

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 9 (GENERAL ENGLISH)

STANDARD 2

The student uses listening and observation skills to gain understanding

To meet this standard, the student will:

Benchmark 9C.2.1: Focus attention

Indicators:

- 9C.2.1.1 Demonstrate attending behaviors: nodding, eye contact, taking notes, body position, and asking questions
- 9C.2.1.2 Explore and reflect on ideas while attending and listening
- 9C.2.1.3 Explain the importance of using attending skills

Benchmark 9C.2.2: Listen and observe to gain and interpret information

Indicators:

- 9C.2.2.1 Interpret verbal and non-verbal cues
- 9C.2.2.2 Listen for conclusions drawn from inferences
- 9C.2.2.3 Draw inferences based on visual experiences: art, illustrations, video, graphic organizers, and movement
- 9C.2.2.4 Demonstrate the ability to suspend judgment while listening to another's point of view
- 9C.2.2.5 Understand and use a variety of effective listening strategies: receiving, interpreting, evaluating, responding
- 9C.2.2.6 Understand and compensate for listening barriers
- 9C.2.2.7 Listen for, identify, and explain emotive rhetoric versus reasoned arguments

Benchmark 9C.2.3: Check for understanding by asking questions and paraphrasing

Indicators:

- 9C.2.3.1 Ask questions to clarify content and meaning (who, what, why, when, and how)
- 9C.2.3.2 Interpret oral information, facts, details, and feelings to make inferences and further understanding
- 9C.2.3.3 Use paraphrasing skills in conversations and informative messages
- 9C.2.3.4 Acknowledge strongly held views while still making own viewpoint and opinions
- 9C.2.3.5 Listen for main ideas, support with evidence and restate in own words

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 9 (GENERAL ENGLISH)

STANDARD 3

The student *uses communication strategies and skills to work effectively with others.*

To meet this standard, the student will:

Benchmark 9C.3.1: Use language to interact effectively and responsibly with others

Indicators:

- 9C.3.1.1 Use language to persuade, convince, correct, or disagree
- 9C.3.1.2 Contribute to discussions with succinct, appropriate comments
- 9C.3.1.3 Use knowledge of group roles and characteristics to interact with others
- 9C.3.1.4 Demonstrate respect for other opinions by listening attentively
- 9C.3.1.5 Use appropriate humor, slang, idioms, and conversational style with peers and adults
- 9C.3.1.6 Use language that is truthful, accurate, equitable and sensitive to diversity

Benchmark 9C.3.2: Work cooperatively as a member of a group

Indicators:

- 9C.3.2.1 Assume different roles within a group
- 9C.3.2.2 Summarize a group discussion
- 9C.3.2.3 Participate in a group by contributing ideas, suggestions, and effort, making individual contributions and extending contributions of others
- 9C.3.2.4 Use group process to work toward consensus and/or achieve results
- 9C.3.2.5 Demonstrate leadership skills by encouraging group members to offer ideas

Benchmark 9C.3.3: Seek agreement and solutions through discussion

Indicators:

- 9C.3.3.1 Apply effective strategies to complex group problems
- 9C.3.3.2 Ask questions to clarify content and meaning (who, what, why, when, where, how) in a variety of situations and contexts
- 9C.3.3.3 Observe, question, and check for understanding
- 9C.3.3.4 Contribute responsibly to group efforts
- 9C.3.3.5 Choose a position, and develop a plan of action
- 9C.3.3.6 Define challenges, and encourage others to action

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 9 (GENERAL ENGLISH)

STANDARD 4

The student *analyzes and evaluates the effectiveness of formal and informal communication.*

To meet this standard, the student will:

Benchmark 9C.4.1: Assess strengths and need for improvement

Indicators:

- 9C.4.1.1 Establish and apply criteria for evaluating one's own and others' presentations
- 9C.4.1.2 Articulate the qualities that make a presentation effective
- 9C.4.1.3 Assess own strengths and needs as a presenter

Benchmark 9C.4.2: Seek and offer feedback

Indicators:

- 9C.4.2.1 Offer feedback to peers
- 9C.4.2.2 Seek and accept feedback
- 9C.4.2.3 Evaluate and apply feedback appropriately

Benchmark 9C.4.3: Analyze different sources of mass communication

Indicators:

- 9C.4.3.1 Identify and evaluate techniques used in mass media: stereotyping and propaganda
- 9C.4.3.2 Identify and explain uses and impact of fact and opinion, bias, slander, and plagiarism
- 9C.4.3.3 Identify the accuracy and point of view communication
- 9C.4.3.4 Analyze and interpret the influence of mass media sources
- 9C.4.3.5 Explain how communication choices have equity, cultural, and legal consequences

Benchmark 9C.4.4: Analyze how communication is used in career settings

Indicators:

- 9C.4.4.1 Identify and experiment with communication techniques to persuade, inform, or instruct in a career setting
- 9C.4.4.2 Determine effective communication techniques for career applications

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 9 (GENERAL ENGLISH)

STANDARD 1

The student *understands the usage and mechanics of grammar*.

To meet this standard, the student will:

Benchmark 9G1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.

Indicators:

- 9G.1.1.1 Appropriately use main and subordinate clauses
- 9G.1.1.2 Recognize and incorporate gerund, infinitive and participial phrases in writing
- 9G.1.1.3 Use semicolons, colons, ellipses, and hyphens to control meaning

Benchmark 9G1.2: Understand sentence construction and proper English usage

Indicators:

- 9G.1.2.1 Show control of parallel structure and subordination
- 9G.1.2.2 Avoid misplaced modifiers and dangling participles
- 9G.1.2.3 Consistently employ appropriate verb tenses

Benchmark 9G1.3: Control structure

Indicators:

- 9G.1.3.1 Appropriately organize paragraph and sentence structure
- 9G.1.3.2 Vary simple, compound and complex sentence structures
- 9G.1.3.3 Classify complete sentences as declarative, interrogative, exclamatory and imperative
- 9G.1.3.4 Show control of diction and syntax

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 9 (GENERAL ENGLISH)

STANDARD 2

The student *understands grammar conventions*.

To meet this standard, the student will:

Benchmark 9G2.1: Employ basic conventions

Indicators:

- 9G.2.1.1 Spell frequently misspelled and high-frequency words correctly
- 9G.2.1.2 Use commas (after introductory phrases, in compound sentences, or in a series), end marks, and quotation marks correctly
- 9G.2.1.3 Use semicolons, colons, hyphens, dashes and brackets
- 9G.2.1.4 Use apostrophes in contractions and singular possessives
- 9G.2.1.5 Use correct capitalization

Benchmark 9G2.2: Employ basic knowledge of grammar

Indicators:

- 9G.2.2.1 Use all eight parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection
- 9G.2.2.2 Use regular and irregular verbs, including perfect tenses, transitive and intransitive verbs and linking verbs
- 9G.2.2.3 Use nominative, objective, possessive, indefinite and relative pronouns
- 9G.2.2.4 Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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