

Language Arts: Grade Nine

Adams County/Ohio Valley Course of Study

Content Standard: Phonemic Awareness, Word Recognition and Fluency Grade 8-10 Benchmark: None Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>Increased rate of oral reading to near conversational pace</p> <p>Use of pauses, pitch, stress and intonation appropriate</p> <p>Gain a wider, complex sight vocabulary and control over longer syntactic structures</p>	(None)		<p><u>Silent reading</u> becomes the preferred, more efficient way to process everyday texts; however, students should practice oral reading.</p> <p>Examples – Student Reading</p> <ol style="list-style-type: none"> 1. Test directions 2. Writing prompts 3. Mini lessons 4. Poetry <p>If oral reading is part of a lesson plan, assign passages the day before so students may practice recitation.</p> <p>Objective: Assignments that require practice of learning strategies will develop better readers.</p> <p>Companion to Content Standard <u>Acquisition of Vocabulary</u>, Grade Level Indicator 6. By assigning short passages, students should be expected to use resources to pronounce words correctly and to define unfamiliar words.</p>	<p>As each student reads, a teacher checklist should be used to note specific reading weaknesses.</p> <p>Monthly, assign a journal entry that asks students to analyze their reading progress and successful strategies.</p>

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Content Standard: Acquisition of Vocabulary Grade 8-10 Benchmarks: A. Use context clues and text structures to determine the meaning of new vocabulary. Content Organizer: Contextual Understanding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	# 5 Use context to determine the meaning of words. <ul style="list-style-type: none"> • Drawn from fiction or nonfiction • Unfamiliar words to most tenth grade students, but, • Contain sufficient context to allow meaning through inference • May be asked to locate words in text that help determine meaning of unfamiliar words • May ask students to determine meaning of complete sentence in passage 			

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Grade 8-10 Benchmarks: A. Apply reading comprehension strategies to understand grade- appropriate text. B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). Content Organizer: Comprehension Strategies				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p><i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</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>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p># 7 Subscale: Extends Meaning Draw inferences</p> <ul style="list-style-type: none"> • Fiction or nonfiction passages • Identify or express in writing a logical inference from the text • Use information from text to support their inferences <p>#8 Subscale: Extend Meaning Make predictions</p> <ul style="list-style-type: none"> • Fiction or nonfiction passages • Identify or express in writing a logical prediction or outcome • Use information to predict author’s probable viewpoint regarding another passage or topic • Given an improbable prediction, students may be asked to modify it to reflect the text. 	<p>I. Resource # 1 “Explicit Instruction in Reading Comprehension Strategies” Appendix (p. 1)</p> <p>II. Resource # 2 “Comprehension Strategies” Harvey and Goudvis, <i>Strategies That Work</i> Appendix (pp. 2-3) <i>Elements of Literature</i>, 3rd Course (pp. 62-69)</p>	<p>I. Before beginning, explain to students that they will be learning a reading process that will improve their reading ability, regardless of their present skill level. Select a reading passage, appropriate for the class, to model reading comprehension strategies. Determine how many specific skills should be attacked the initial time. Follow the 4 steps. Review the process throughout the course until you believe students are independently using the technique. Suggestion: Share this method with other non-language arts teachers to assist students in reading in other content areas.</p> <p>II. Students should be able to select a reading strategy appropriate to an assigned text. When readings are assigned, select one of six sections to use in strengthening comprehension. This process gives students a method to frame instruction. Students need practice in associating a reading strategy with their purpose in reading.</p>	<p>I. Informal Assessment Whole class discussion of reading assignments and individual conferencing</p> <p>II. Students write an informal one-paragraph response to text, explaining the process they used to strengthen their comprehension. Example: Making Connections (text-to-self) Using textbook <i>Elements of Literature</i>, “A Christmas Memory” by Truman Capote, students should recall their own significant memories of the holidays by comparing and contrasting memories.</p>

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Content Standard: Writing Processes Grade 8-10 Benchmarks: A. Formulate writing ideas and identify a topic appropriate to the purpose and audience. B. Determine audience and purpose for self-selected and assigned writing tasks. Content Organizer: Prewriting				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p> <p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</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>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p># 1 Subscale: Content Develop a clear, focused main idea or ideas related to the prompt.</p> <ul style="list-style-type: none"> Assesses ability to develop a clearly identifiable main idea or ideas in response to a prompt Main idea should represent a specific response to the essential direction or question contained in the prompt Main idea should unify paper and provide a consistent focus Each part of paper should explain or support the main idea 	<p>I. Primary Resource “High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum” John Collins, Ed.D. and Gary B. Chadwell, “Developing a Thesis” Focus Sheet, (p. 45) and About the Procedures (p. 54)</p> <p>Overhead projector Transparencies</p> <p>II. <i>Writers, Inc.</i>-Classroom reference book “A Guide to Pre-Writing” (pp. 41-52) or <i>Write for College</i>, “A Guide to Pre-writing” (pp. 17-24)</p>	<p>Remind students that a controlling idea helps filter out unnecessary information and provides the skeleton of the writing. Effort on this particular exercise will make writing the assignment easier.</p> <p>Suggestion: Teacher models creating a thesis statement. A topic <u>might</u> be “the value of education.” Student input for this modeling would not require research. Begin using the focus sheet, “Developing a Thesis.”</p> <p><u>Your Issue:</u> The value of education <u>Your position:</u> Education has a value beyond just providing essential needs in the form of a job.</p> <p><u>Reasons:</u> Education protects me from injustice. Education helps me understand the global world. Education opens possibilities of enjoying leisure time.</p> <p>Have students complete the next two sections in groups of four. (5-8 minutes) Group leaders either read the sections or write an example on the whiteboard. The final thesis statement can be constructed by the whole class or by groups. Completed sheet is recorded on the transparency so students can record the process and place in their notebooks.</p>	<p>Each time informational or persuasive writing assignments are required, students should complete the focus sheet. The teachers should approve the completed focus sheet before the student begins the next step in the writing process.</p> <p>Suggested Assessment: Initial and date the completed form.</p>

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Content Standard: Writing Applications Grade 8-10 Benchmarks: A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Write narratives that:</p> <p>a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</p> <p>b. use of range of strategies and literary devices including figurative language and specific narration; and,</p> <p>c. include an organized well developed structure.</p>	<p>(Implied)</p> <p>#1 – Subscale: Content Develop a clear, focused main idea or ideas related to the prompt.</p> <ul style="list-style-type: none"> • Clear, identifiable main idea(s), each part explaining or supporting main idea. • Specific response to essential direction or question that unifies paper, providing a consistent focus. <p>#2 – Subscale: Content Demonstrate completeness.</p> <ul style="list-style-type: none"> • Develops a writing piece with enough elaboration to give impression of completeness. • Information gives a sense that topic has been fully explored and developed. • Essential aspects of subject included. <p>#3 – Subscale: Content Include supporting details appropriate to the audience, purpose and topic (narrative, persuasive, or expository).</p> <ul style="list-style-type: none"> • Ample evidence in support of main idea. • Relevant, precise and significant supporting details (examples, reasons, facts, definitions, events, descriptions, actions, and dialogue). <p>#6 – Subscale: Language Use a variety of words appropriate to the audience, purpose, and topic.</p> <ul style="list-style-type: none"> • Uses language in natural, fresh, and vivid ways. • Contains precise and varied words that • lend clarity and interest and help establish an appropriate tone. • Demonstrates effective use of language giving paper an identifiable personal style and voice. 			

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Content Standard: Writing Conventions Grade 8-10 Benchmarks: A. Use correct spelling conventions. B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical conventions of the English Language. Content Organizers: Spelling/Punctuation and Capitalization/Grammar and Usage				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Use correct spelling conventions. 2. Use correct capitalization and punctuation. 3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). 4. Use parallel structure to present items in a series and items juxtaposed for emphasis. 5. Use proper placement of modifiers. 6. Maintain the use of appropriate verb tenses.	<p>#8 Subscale: Writing Conventions</p> <p>Exhibit standard conventions completely (mechanics, usage, grammar, and spelling).</p> <p>Assesses student’s ability to employ mechanics, usage, grammar and spelling in a manner that doesn’t interfere with understanding.</p> <p>Exhibits sufficient control of grammar (conventional language structures, including modification and agreement), usage (conventional forms of words and phrases), diction (word choice), and syntax (word order).</p>	<p>I. Primary Resource <i>Daily Oral Language</i>, Great Source Education Group Acts as review and time management activity. Blocked classes divide activities into 18 weeks of 4 sentences per day. Provides daily mini-lesson of writing conventions.</p> <p>II. Secondary Resources <i>Writers, Inc.</i> Great Source Education Group</p> <p>Student compositions.</p>	<p>I. Homework activity – all students correct daily sentences before class. Beginning activity for each class (10 minutes). Divide class into groups of 4 students and number each group. Students should keep track of the schedule and come to class prepared. Students should have sentences on board and corrected within two minutes of the tardy bell. Each day one group writes sentences (4) on board in the original form and makes corrections as needed. Students must be ready to cite reasons for changes or corrections. Teacher reviews with class any weak areas.</p> <p>II. Class spreadsheet (graph) with skill and student number or name can be displayed in classroom. Student can review personal weak areas independently using either textbook reference guide or <i>Writers, Inc.</i> Individualize student review by noting specific error in composition and listing a resource on the paper. The term “Focus Correction Area” can be used to pinpoint key weakness for student. Use specific errors in various student compositions with whole group instruction when appropriate.</p>	<p>Weekly – Given two teacher-created sentences which include specific writing convention studied through the week, the student should be able to correct 85% of the emphasized errors. (a. Can be attached to another assessment activity or test b. Students keep a daily notebook section containing each sentence with corrections to be checked randomly).</p> <p>Mid-term/Final Given 5 sentences which include multiple errors of varying degrees of difficulty, the student should be able to correct 85% of the errors. These sentences could be drawn from student compositions or previously emphasized mini-lessons.</p>

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<p>Content Standard: Research Grade 8-10 Benchmarks: Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. Content Organizer: None</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>(None)</p>	<p>I. KWL Graphic Organizer Appendix (p. 14)</p>	<p>Set the criteria before assigning the project. Students should have narrowed the focus and formulated 4-5 questions before any research takes place. As students search for answers, they should only concentrate on their questions, unless they wish to change the focus by writing other questions. Students should complete the KWL chart. Ask for responses from students as to how the additional information helped them better understand the poem or added information that would give them a better mental picture.</p>	<p>Set the rubric for assessing both the KWL and an informal reading response at a high level. Questions and answers should be evaluated on a 1-4 scale with 4 the highest. Any student scoring below a 2 should redo the assignment.</p> <p>The written response discussing the relationship between the additional information and the poem may be graded as an extended response. Use the rubric from the OGT.</p>

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Content Standard: Communication: Oral and Visual Grade 8-10 Benchmarks: A. Use a variety of strategies to enhance listening comprehension. Content Organizer: Listening and Viewing				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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.	(None)	<p>I. Primary Resource Peer Response Process Appendix (p. 7) Peer Response Considerations Appendix (p.8)</p> <p>II. Secondary Resources <i>High School Writing Projects: Prompts for Thinking and Learning Across the Curriculum</i> by John Collins, Ed.D. and Gary B. Chadwell Focus Sheet “Interviewer’s Notebook” Writing a “Who am I?” Autobiographical Sketch About a Classmate (p. 31)</p> <p>Rubric “Interviewing to Gain Information” Appendix (p. 9) (To be added later)</p>	<p>I. The Peer Response Process provides feedback in the writing process, but it also aids students in listening for a purpose. Both the reader and the writer have defined listening obligations. A comment sheet should be used during the process.</p> <p>II. Students may pair off to interview each other using the Interviewer’s Notebook focus sheet. The interview process could also be tied to a reading assignment, a “hot topic” or just a method of obtaining personal insight about a peer. It could be used as a practice before a student goes out to conduct an actual interview.</p> <p>The day before the interviews, students are given a set of instructions needed to conduct a successful interview and the rubric used to evaluate their skills. The teacher may want to model the process by conducting a mock session using a student, colleague or building administrator. Ask students to complete the evaluation of the teacher’s interviewing skills using the rubric.</p>	<p>I. When a student has participated in at least two peer response sessions, the teacher may evaluate the comment sheet on a 3-point scale: 3 – Listener was able to write a sentence articulating the main idea and included two positive and two Delta comments. 2 – Listener had insufficient information for main idea but included sufficient positive and Delta comments. 1 – Listener had no main idea and included only general positive remarks.</p> <p>II. If the interview is key to a writing assignment, the assessment of the interview process could be part of the total rubric. If the purpose is to practice interviewing skills, the evaluation of the “Interviewer’s Notebook focus sheet could be the assessment.</p>

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Content Standard: Acquisition of Vocabulary Grade 8-10 Benchmarks: B. Examine the relationships of analogical statements to infer word meanings. Content Organizer: Conceptual Understanding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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.	(None)			

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Content Standard: Acquisition of Vocabulary Grade 8-10 Benchmarks: C. Recognize the importance and function of figurative language. Content Organizer: Conceptual Understanding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	# 9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification, hyperbole) <ul style="list-style-type: none"> • Fiction or nonfiction • assessing only above list of devices • Students asked to determine effect of one or more literary devices • Identify or discuss author's reason for use • Requires going beyond merely identification. 			

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Content Standard: Acquisition of Vocabulary Grade 8-10 Benchmarks: D. Explain how different events have influenced and changed the English language. Content Organizer: Conceptual Understanding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Examine and discuss ways historical events have influenced the English language.	(None)			

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Content Standard: Acquisition of Vocabulary Grade 8-10 Benchmarks: E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. Content Organizer: Structural Understanding				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	Note: While this indicator is not specifically tested on the OGT, it is important in determining the meaning of unfamiliar vocabulary, and by extension, is connected to reading comprehension.	Beginning with grade 7 and continuing through grade 12, students will learn and periodically review Latin and Greek bases adding new material each year using the resource: "Everyday Words from Classic Origins" (Perfection Learning Company) I. Latin Bases Lessons 4-6 pp. 16-23 II. Greek Bases Lessons 19-21 pp. 56-63	Begin with Latin pronunciation on page 7. Oral recitation until most students master the common sounds. "The Hook"-Skip to pages 88-89 and have students skim through list to locate phrases they have heard before, or phrases that they could insert in their casual conversations. Practice pronunciation and understanding by encouraging students to use words and phrases on pages 88-89 whenever possible, either talking in class or with friends outside of class. Tell them it is the "secret code" of language arts. Pass out reference worksheets. As students study each base, have them contribute words already in their vocabulary using the base. Student should add words to list periodically. Quick reviews: 1. Begin class with 2-3 minute vocabulary review. Take attendance by students responding with a base and a new word, or sentence using a phrase or word from pages 88-89. 2. Question students about any Latin or Greek bases when introducing specific vocabulary from assigned readings. Review previous lessons	Written Tests "Everyday Words" Lesson 4-6 pp. 9-4 Lessons 19-21 pp. 39-44 Continue assessing students' recall by oral recitation. Periodically add 1-3 questions to a reading assessment, especially if the vocabulary lends itself to this.

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Content Standard: Acquisition of Vocabulary

Grade 8-10 Benchmarks: F. Use multiple resources to enhance comprehension of vocabulary.

Content Organizer: Tools and Resources

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	(None)			

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard Grade 8-10 Benchmarks: C. Use appropriate self-monitoring strategies for comprehension. Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<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>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	(none)	<p>I. Primary Resource Appendix “Outline of the SQ3R Method” (p. 4) Student science or social studies textbook</p> <p>II. Secondary Resources “Very Important Points (V.I.P.)” Appendix (p. 5) “Thinkmarks” Appendix (p. 6)</p>	<p>I. Talk students through a review of SQ3R using a social studies or science textbook. Give students a copy of the SQ3R method to keep in their notebooks to use for non-fiction reading in other content areas. Ask students if they have other methods of strengthening their comprehension to share with others.</p> <p>II. Explain the process for the “VIP” and model the process either using a paragraph or longer text, depending on the age and skill of the group. Next, assign a passage to the students to work independently. Remember to limit the post-its given to students. Have students “show and tell” by showing their marked pages to a peer group or to the class as a whole. Students should begin to use some or all of these strategies on all assignments. Pair an advanced student with a struggling student. One student will learn by articulating how he/she uses the strategy; the other student will have valuable assistance from a peer.</p> <p>“Thinkmarks” – Using card stock paper and the template (Appendix p .6), make a supply of Thinkmarks to have on hand for student use. The object is to reinforce the SQ3R method by pausing and reflecting and writing about the assigned text. Encourage students to personalize the reading process by writing notes that may only be helpful to them.</p>	<p>I. Survey students occasionally to determine if they are using this method. If necessary, select an appropriate text and ask students to apply SQ3R as a pencil/paper assessment.</p> <p>II. Individualize the processes. Monitor students’ silent reading to be certain they are using one of the reading process methods listed. If a student is having difficulty, work with him/her individually, or in small groups. A brief re-teaching session, followed by an assessment of the student’s ability to comprehend the text, will provide the teacher and student with quality feedback.</p>

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<p>Content Standard: Reading Applications: Informational, Technical and Persuasive Text Grade 8-10 Benchmarks: E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization). Content Organizer: None</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	(None)	<p>I. Resource “Considering Many Points of View” <i>Developing More Curious Minds</i> John Barell Appendix (p.)</p>	<p>I. This concept map is designed to assist students in examining a topic from multiple points of view. Barell suggests it is a method by which students learn to automatically search for the complexities in human situations by asking, “What are the issues? From how many different points of view can we examine this issue?”</p> <p>This is a method that can be shared across the curriculum and in almost any course. It can be used effectively in all grades, but especially in grades 9-12. The more frequently the map is used, the more embedded the process will be. It is not always necessary to use all the examples provided on the concept map. However, the teacher may want the student to determine how many points of view are appropriate.</p> <p>This exercise can be used as a stand-alone, in groups or individually. The first time the map is introduced, walk students through the process by assigning a group or individual one of the points of view to present to the class. Combining this activity with a computer search will strengthen the student’s ability to discern the validity of an internet source.</p> <p>Because students have difficulty separating emotion and perspectives, this is an effective means of practicing higher order thinking. It can be modified for fiction, but since the OGT is 60% non-fiction, it should be used sparingly with fiction.</p>	<p>I. Students will complete the required number of points of view for a major topic and write a journal entry summarizing both the points of view and their learning experience related to this activity.</p> <p>Students may complete the map as part of an informational or persuasive assignment.</p>

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text				
Grade 8-10 Benchmarks: C. Analyze whether graphics supplement textual information and promote the author's purpose.				
Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	(None)			

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text
Grade 8-10 Benchmarks: B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.
Content Organizer: None

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>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.</p>	<p>#2 Subscale: Extends meaning Examine uses and purposes of propaganda messages in nonfiction passages</p> <ul style="list-style-type: none"> • One or more clearly identifiable propaganda messages in nonfiction passages • Identification of statement containing propaganda not asked to identify specific technique use • Demonstrate ability to detect when and why propaganda is used • Cite information from text to support conclusion 			

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text Grade 8-10 Benchmarks: D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Analyze an author’s implicit and explicit argument, perspective or viewpoint in text.</p> <p>6. Analyze the author’s development of key points to support argument or point of view.</p> <p>(Correlates with Writing Applications # 5 Persuasive compositions)</p> <p>(Includes Acquisition of Vocabulary # 1 and 5)</p>	<p>#2 Subscale: Extends meaning Examine uses and purposes of propaganda.</p> <p>#3 Subscale: Extends meaning Recognize an author’s purpose and attitude (bias/slant) may be fiction or nonfiction.</p> <ul style="list-style-type: none"> • Passage exemplifies and identifiable purpose, bias, or slant not directly stated • Infer=implicit • Requires student to cite information from text to support conclusion 	<p>“Clinton’s Uniform Policy (Pro/Con)” Appendix (p.)</p> <p>See suggested underlined vocabulary words.</p>	<p>Remind students to use the SQ3R method of reading. Students should silently read each viewpoint twice, making notes or underlining during the second reading. They have the option to use Thinkmarks or VIP post-its also.</p> <p>After silent reading and note-taking, divide students into groups of four to discuss which of the two viewpoints is more persuasive and why. Assign a group leader (facilitator), timekeeper, and scribe. Set time limit according to your classroom management standards. (Suggestion – no more than ten minutes)</p> <p>Group leaders report conclusions that include the following as key points and be ready to cite specific examples:</p> <ol style="list-style-type: none"> 1. Organization of information 2. Intended audience 3. Tone/Point of view 4. Selection of vocabulary 5. Fact vs. opinion 6. Specific details 	<p>After group leaders report out, assign an in-class reflective journal. Emphasize that the response deals with the strength of argument, not the debated issue. Why is one writing more effective than the other? What specific elements make one or the other a strong argument?</p>

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text
Grade 8-10chmarks: A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.
Content Organizer: None

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>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).</p>	<p align="center">(None)</p>			

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text
Grade 8-10 Benchmarks: B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.
Content Organizer: None

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.</p>	<p># 2 Subscale: Extends meaning Examine uses and purposes of propaganda.</p> <p>Non-fiction containing one or more clear propaganda message</p> <p>Know terms: bandwagon, testimonial, transfer, glittering generality, emotional words, repetition and bait and switch</p> <p>Focus on when and why propaganda is used, not to identify a specific technique</p> <p>Cite information from text to support conclusions.</p>			

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<p>Content Standard: Writing Processes Grade 8-10 Benchmarks: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. Content Organizer: Drafting, Revising and Editing</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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>(Implied) #4 – Subscale: Organization Follow purposeful organization.</p> <ul style="list-style-type: none"> • Organizes and structures a writing piece. • Maintains natural flow of ideas. • Demonstrates control over presentation and development of topics. • Writing starts and ends in clear, satisfying way. 	<p>I. <i>Writers, Inc.</i> “A Guide to Drafting” (pp. 53-58)</p>	<p>Students have been given a specific writing assignment, and have gone through the pre-writing process. Using their thesis statement as a catalyst, students now begin to actually write the composition. If they remember their experience with “A Metaphorical Introduction to the Writing Process,” they will understand the concept of the first draft. <i>Writers, Inc.</i> will provide the specifics. Suggested strategies:</p> <ol style="list-style-type: none"> 1. Ask students to describe which part of the “Metaphorical Introduction” was part of the drafting process. 2. Spend one class period discussing “A Guide to Drafting.” 3. Assign the first draft due in two days. Tell students you will be writing a draft with them. 4. The day before the assignment is due, bring in your first draft. Hand each student a copy and model the process you went through. Although you have had more writing experience, explain that the process is always the same, regardless of the writer’s skill. 5. Student pairs should listen to each other’s writing and give and receive constructive criticism. (refer to Peer Response Process in appendix) 	<p>Formative – Circulate in the room taking notes and answering questions. By the ninth grade, all students should be completing the entire writing process before a composition is evaluated. At this stage, the teachers should still be a resource, not yet an evaluator.</p>

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<p>Content Standard: Writing Processes Grade 8-10 Benchmarks: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. Content Organizer: Drafting, Revising and Editing</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p>(Implied) Subscale # 7:Language Use a variety of sentence structures and/or phrases appropriate to the audience, purpose and topic.</p> <ul style="list-style-type: none"> Contains fluent sentence structures (subordination and coordination, parallel structures, suitable modifiers, purposeful fragments) in effective ways to maintain lively, interesting prose. 	<p>I. Primary Resource “High School Writing Projects: Prompts and Learning Across the Curriculum” John J. Collins, Ed.D and Gary B. Chadwell Focus Sheet – “Sentence Variety Worksheet” (p. 37)</p>	<p>I. As part of the revision process, students are given a graph worksheet to record sentence length in each paragraph. The first graph should be completed in class with a six-sentence paragraph written by the teacher. The paragraph should contain sentences with repetitive first words and some problems with sentence length. Take time to be certain the students are familiar with the definitions of compound and complex sentence structures.</p> <p>Students complete the graph orally or on the board and list the beginning of each first word of each sentence. After graphing the first paragraph, the students will discuss necessary changes for improving the paragraph. This writing process tool will be used in grades 7-12.</p> <p>This exercise should be repeated automatically and individually during every revision stage of every writing process. Students should not hand in any composition until this stage has been completed.</p> <p>Note – At the teacher’s discretion, the correct way to begin a sentence with “Because” or “Since” can be added.</p>	<p>I. Students should select a recent multi-paragraph composition they have written and complete the Sentence Variety Worksheet. Appendix (p.)</p> <p>After graphing the sentence lengths, students should revise the paragraphs to improve the variety of the sentence beginnings and sentence lengths.</p> <p>Students may be graded for this activity alone, or it may be part of a comprehensive composition rubric that includes a section for evaluating sentence structure.</p>

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<p>Content Standard: Writing Processes Grade 8-10 Benchmarks: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. Content Organizer: Drafting, Revising and Editing</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<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>(Implied) #5 – Subscale: Organization Make connections among ideas, paragraphs, and sentences.</p> <ul style="list-style-type: none"> • Connect ideas through logical sequencing and use of transitions. • Respond to prompt with cohesive and coherent progression of ideas. • Demonstrate effective use of transitions among sentences and paragraphs, leading from one idea to the next. 	<p>I. Primary Resource <i>Writers, Inc.</i> (pp. 95-104)</p>	<p>I. A typical freshman should understand the four basic types of paragraphs and be able to write multi-paragraph compositions. First, review the grade-level indicator with the students and be certain they understand the level of sophistication needed for the OGT. Students must know and be able to use the seven basic methods of organization. Secondly, point out the resource pages in <i>Writers Inc.</i> Tell students that their selection of the appropriate method of organization will be one aspect you will use to evaluate their writing.</p> <p>Briefly review the four types of paragraphs on pages 95-98. Pages 99-104 should be emphasized carefully. Students should read each paragraph with the idea of identifying organizational patterns. Throughout the course reinforce identification of paragraph organizations as students read and write.</p>	<p>Using <i>Writers Inc.</i> as a resource, give students several patterns of paragraph organization to identify. The examples may be from students' writings, paragraphs drawn from literature or printed news media. Students should color-code or underline words or phrases that signal types of organization. Students may orally report findings, or may be formally tested.</p>

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<p>Content Standard: Writing Processes Grade 8-10 Benchmarks: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. Content Organizer: Drafting, Revising and Editing</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<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>(Implied) #6 – Subscale: Language Use a variety of words appropriate to the audience, purpose, and topic.</p> <ul style="list-style-type: none"> • Uses language in natural, fresh, and vivid ways. • Contains precise and varied words that lend clarity and interest and help establish an appropriate tone. • Demonstrates effective use of language giving paper an identifiable personal style and voice. 	<p>I. Primary Resource <i>Writers Inc.</i> Great Source Education Group “Writing With Style” (pp. 125-132) “Writing Techniques” (pp. 136-138)</p>	<p>I. The writing process is a spiral, with increasing degrees of difficulty and sophistication. Beginning in the seventh grade, students have used sample writings and the OGT writing rubric, as well as <i>Write Source 2000</i>, a resource manual similar to <i>Writers Inc.</i> A brief review of the characteristics of strong writing style should be sufficient.</p> <p>Rather than spend class time reading the manual, pose several questions concerning style and ask students to respond in writing.</p> <p>Examples: Describe your style of writing. Do certain subjects or types of writing demand different styles? Is one style better than another? Are you pleased with your writing? Note cards are good for this exercise because they store easily and can be referred to when necessary. Collect the responses, read and return them later in the period or the next day. Discuss areas of concern and strong statements about personal style. Refer to the resource sections and remind students to review the writing process before handing in a major writing assignment.</p>	<p>The assessment is embedded in the writing rubric.</p>

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<p>Content Standard: Writing Processes Grade 8-10 Benchmarks: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. Content Organizer: Drafting, Revising and Editing</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Use available technology to compose text.	(None)	Microsoft Works Computers Power Point instructions/ Teacher skills	Students should be proficient in using the basic programs. Students should be aware of the pitfalls of grammar and spell check. For example, a program may indicate the need for punctuation based on sentence length, not complete idea. If the sentence contains multiple clauses, the program may decide it is a run-on sentence. It is important that students understand that these programs are not infallible. Find a couple of examples and prepare an informational sheet for student reference.	Students must type two portfolio assignments in Microsoft Works, save work on a floppy disc or on the home drive, and use the thesaurus and dictionary on the program. Students will create a short power point presentation of no more than 5 minutes. Time limitations may require that the student use part of a previously written assignment that can be adapted to an oral and visual presentation.

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<p>Content Standard: Writing Processes Grade 8-10 Benchmarks: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. Content Organizer: Drafting, Revising and Editing</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of <u>organizational structure</u>.</p> <p>12. Add and delete information and details to better elaborate on stated <u>central idea</u> and more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and <u>voice</u>.</p>	<p>(Indicator 12 implied) #2 – Subscale: Content Demonstrate completeness.</p> <ul style="list-style-type: none"> Develops a writing piece with enough elaboration to give impression of completeness Information gives a sense that topic has been fully explored and developed Essential aspects of subject included 	<p>I. Primary Resource <i>Writers Inc.</i> “A Guide to Revising” (pp. 59-68)</p>	<p>I. Revision is an ongoing process, but it is important to emphasize the underlined key words in each of the three indicators listed. Page 60, “Quick Guide,” describes <u>when</u> to begin the process, and what constitutes revision, or The Big Picture.</p> <p>To review the revision process early in the course, focus on page 61, “Revising on the Run.” Remind students that they will want to practice this skill for proficiency and achievement tests. Students should write a teacher-assigned journal response in class. Have students hand in the response on the first day and the teacher will return it to the student the following day. Set aside 15 minutes for revision. As students work, the teacher should walk through the room, noting strong examples of revision to share with the class.</p> <p>Remind students that this resource is available so they may gain independence in improving their writing. Students should not approach the teacher with writing problems until they have exhausted this resource. Only then should they ask for assistance. When asking for assistance they must focus on specific aspects, rather than general questions.</p> <p>If necessary, sections of the revision process could be taught as class mini-lessons when appropriate.</p>	<p>Assess as part of the total writing process. The evaluation should compare the improvement between the first and second draft.</p>

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<p>Content Standard: Writing Processes Grade 8-10 Benchmarks: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. Content Organizer: Drafting, Revising and Editing</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<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>(None)</p>	<p><i>Writers, Inc.</i> D.C. Heath and Company (# 157-159)</p>	<p>By Grade 9, students should be familiar with the Great Source Series. They should be responsible for understanding their writing weaknesses and reviewing material that will refresh their memories. By walking through the classroom as students write, the teacher can catch mistakes in the writing process.</p> <p>If a student needs assistance, he/she should get a classroom copy of <i>Writers Inc.</i> While the teacher is observing, the student should check the index for a key word, “dictionary or thesaurus,” note the number after the word, turn to the correct page and read the material. After the student has read the section, ask the student to give you an example that illustrates the necessary understanding to improve the writing.</p> <p>Give students a copy of the Rubric for the OGT and have them underline the parts of each scoring number that includes references to vocabulary. They should realize that the words in the indicator are repeated in the rubric. After the student has finished the first draft of the writing assignment and has asked a peer to listen to the composition, he/she is ready to use the underlined phrases to check the quality of the vocabulary.</p>	<p>The OGT rubric contains a part of each scoring number (1-6) with reference to vocabulary, voice and style. In the formative stage, students will write a short paragraph describing how the reference materials helped them find precise words. In addition, the student should list four original words and the choice of four replacements.</p> <p>After this exercise has been examined and initialed by the teacher, the assessment for the writing process will be summative. Vocabulary will only be one factor evaluated in grading the final draft.</p>

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Content Standard: Writing Processes Grade 8-10 Benchmarks: D. Edit to improve sentence fluency, grammar and usage. Content Organizer: Drafting, Revising and Editing				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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>(Note #8 matches the Writing Conventions standard)</p> <p>Subscale: Writing Conventions</p> <p>Exhibit standard conventions completely (mechanics, usage, grammar and spelling).</p> <ul style="list-style-type: none"> Assesses student's ability to employ mechanics, usage, grammar and spelling in a manner that doesn't interfere with understanding. Exhibits sufficient control of grammar (conventional language structures, including modification and agreement, usage (conventional forms of words and phrases), diction (word choice), and syntax (word order). 	<p>I. Primary Resource <i>Writers, Inc.</i> (pp. 455-531) Great Source Education Group</p> <p>II. Secondary Resources "High School Writing Projects: Prompts and Projects for Thinking and Learning Across the curriculum," John Collins, Ed.D, Collins Education Associates 'Twenty Common Error Patterns,' (p. 15)</p> <p>Grade-level Daily Oral Language Activities Houghton Mifflin/McDougal Little</p>	<p>I. This resource can be used to individualize instruction. Specific pages can be listed on student compositions, either on the first or final draft. Mini-lessons can be developed for whole class instruction or for small groups.</p> <p>II. Using the list of 20 common error patterns, have students log their individual writing errors. Students should review each previous composition while editing the current composition.</p> <p>Students should also review any section they had difficulty with during the DOL exercises.</p> <p>Additional tips for proofreading – 1. Have students partner with another student to read aloud each other's composition. 2. Students read aloud their own writing, but backwards one sentence at a time. This will help students catch mistakes they otherwise might miss.</p>	<p>Formal assessment is part of the rubric for each composition.</p> <p>Periodic pencil and paper assessments on specific DOL activities</p>

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Content Standard: Writing Processes Grade 8-10 Benchmarks: E. Apply tools to judge the quality of writing. Content Organizer: Drafting, Revising and Editing				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</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>#9 – Subscale: Writing Conventions</p> <p>Write or print legibly enough so other competencies can be evaluated.</p>	<p><i>Writers Inc.</i> D.C. Heath and Company (# 55-57)</p> <p>Ohio Graduation Test rubric</p>	<p>At the beginning of the course, teachers share the overall writing process with students. This should be almost automatic by the time the student is in Grade 9. Remind the students about the “Metaphorical Process.” (Grade 7 Activity) When students are ready to hand in the first piece of writing, have them pull out the copy of their OGT rubric. As you review the different criteria, have students underline the parts with different colored pencils or pens, then have them read the papers focussing on each part of the scoring rubric. Have them make notes in the margin of weak areas. Up to now they should be viewing this writing assignment as complete.</p> <p>Tell them they have evaluated a piece of writing they thought was finished. Now they must complete a final draft, based on the areas of weaknesses.</p>	<p>The assignment will be graded based on the OGT rubric. The student should also turn in a reflective paragraph regarding the writing process in relation to this assignment.</p> <p>Students may also be graded on the improvement based on the last two drafts of the assignment.</p>

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Content Standard: Writing Processes
Grade 8-10 Benchmarks: F. Prepare writing for publication that is legible follows an appropriate format and uses techniques such as electronic resources and graphics.
Content Organizer: Publishing

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
	<p>(Implied) #9 – Subscale: Writing Conventions.</p> <ul style="list-style-type: none">• Write or print legibly enough so other competencies can be evaluated..			

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Content Standard: Research Grade 8-10 Benchmarks: B. Evaluate the usefulness and credibility of data and sources. Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<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>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># 12 Subscale: Extends meaning Evaluate the effectiveness of resource material for a specific audience or purpose.</p> <ul style="list-style-type: none"> • Assessment materials include textbook excerpts, library reference materials, technological resources (web pages) • Students must explain why one reference source is more appropriate • Analyze potential uses of resources • Explain or identify effectiveness of resources 	<p>I. <i>Writers Inc.</i> D.C. Heath and Company “Searching and Researching” (pp. 141-162)</p> <p>II. Research (Source Evaluation) Appendix (pp.11-12)</p> <p>III. Grammar of the Internet http://www.anovember.com/infolit/adress.html</p>	<p>I. Each research assignment lends itself to different types of source materials. Give students a list of the number and type of resources required for each assignment.</p> <p>II. Students should follow the directions for the Research (Source Evaluation) form. The goal is to create student awareness of appropriate sources for a strong research paper.</p> <p>III. At least one class period should be set aside to review the validity of internet resources. Understanding the URL illustrates how to read the URL and includes the important “tilde” symbol that indicates a personal opinion, not a fact.</p>	<p>II. Students weigh the value of each source using a multi-point checklist. The completed checklist with justifications for using each source must be satisfactory before the student moves to the next phase of the project. The student may write an analysis of the research experience.</p> <p>III. All research papers must contain the complete URL on the source page.</p>

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Content Standard: Research Grade 8-10 Benchmarks: C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.	(None)	I. <i>Writers, Inc.</i> Great Source Education Group “Writing the Research Paper” (pp. 169-171, 249)	I. By Grade 9, students should be able to construct a simple outline. Page 249 is an example. The key to a strong research composition is the organizational outline. In addition, the examples of bibliography cards and note cards on page 169 should be followed. The teacher may ask for additional evidence that the student has an organizational plan, but all students should acquire the skill of outlining.	I. Students should use the sample research paper outline on page 249 to create an outline using their research notes. Format and content is important in the evaluation process. II. Students must produce sufficient notecards with information that is accurate, and on-topic. Formative assessment should take place at this stage of the writing process.

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<p>Content Standard: Research Grade 8-10 Benchmarks: D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement. Content Organizer: None</p>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p> <p>6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</p>	(None)	<p>I. <i>Writers Inc.</i> D.C. Heath and Company “Using Quoted Material” (# 184)</p> <p>“Student Models” (# 250, 252, 254)</p> <p>“Citing Sources” (# 186-196)</p> <p>“Works Cited” (# 197-240)</p>	<p>I. The first paragraph indicates the rationale for using quotes. Following are 5 examples of how to correctly add quoted material to the paper. Finally, the student models illustrate the use in a completed paper. Prepare several transparencies with use of quoted errors before the lesson. After students review the material, send volunteers to the overhead projector to practice using quoted material correctly. Note areas of weakness and provide additional worksheet examples for practice. Students may use the student handbook at all times as a reference tool.</p> <p>“Citing Sources” is primarily used as a reference. See “the bottom line” as a condensed reminder of guidelines. Explain to students that “Works Cited” is the complete list of only the works you used. Students should check all references before turning in the complete research paper for evaluation.</p>	<p>I. Student’s quoted material within the research paper and the works cited section of the assignment should be evaluated twice. The initial evaluation should be handled independently of the whole project. The student will prepare the works cited page and turn it in before finishing the final draft of the paper. The teacher grades the work by marking errors that must be corrected. A percentage grade is assigned to the paper. The student must correct the errors and turn it in again. The teacher notes the corrections and initials the page. When the student completes the research paper and turns it in, the works cited page and the quoted material is evaluated as part of the total rubric.</p>

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Content Standard: Research Grade 8-10 Benchmarks: E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. Content Organizer: None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
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.	(None)	<p>Technology capabilities (varies from building to building)</p> <p>Minimum – overhead projector, transparencies and TV/VCR</p> <p>In-services on the use of power-point presentations are available in the summer months.</p>	<p>Aside from the student’s need to be able to use 21st century technology, this indicator is important for the ability to provide a clear position and balance between researched information and original ideas. Be certain students understand the difference between a report and a research paper. A report simply restates someone else’s information. The research paper includes a purposeful thesis and the original ideas gained from completing research.</p> <p>Students and teachers have wide topic latitude with this indicator. Ideally, the student would conduct research, write a composition, then use a multi-media approach in an oral presentation. This is a summative exercise, probably best completed late in the course. It can be used in conjunction with any writing application indicator, with the possible exception of # 3, writing functional documents.</p> <p>Students should be involved in the evaluation process. Give them the assessment rubric and require they evaluate each other’s projects. Students should have an opportunity to present two times. The first is an opportunity to get used to being evaluated in front of the class. The second presentation will reflect the improvement gained from student/teacher feedback.</p>	<p>The assessment for this indicator should include most of the following in the rubric:</p> <ol style="list-style-type: none"> 1. No less than 3 purposeful visual aids clearly tied to the subject matter 2. A speaking component assessing the delivery of the information (voice, tone, clarity, etc. 3. Connection between research and originality 4. Time parameters 5. Visual appeal - Ideally, a similar rubric should be used in all grades 7-12, with an increasing sophistication as the student progresses through the years.

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Content Standard: Communication: Oral and Visual
Grade 8-10 Benchmarks: B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
Content Organizer: Listening and Viewing

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.	(None)			

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Content Standard: Communication: Oral and Visual
Grade 8-10 Benchmarks: B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
Content Organizer: Listening and Viewing

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning use in presentations and media messages.	(None)			

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Content Standard: Communication: Oral and Visual				
Grade 8-10 Benchmarks: C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.				
Content Organizer: Listening and Viewing				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.	(None)			

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Content Standard: Communication: Oral and Visual
Grade 8-10 Benchmarks: D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
Content Organizer: Speaking Skills and Strategies

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	(None)			

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Content Standard: Communication: Oral and Visual
Grade 8-10 Benchmarks: D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
Content Organizer: Speaking Skills and Strategies

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	(None)			

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Content Standard: Communication: Oral and Visual

Grade 8-10 Benchmarks: D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.

Content Organizer: Speaking Skills and Strategies

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Vary language choices as appropriate to the context of the speech.	(None)			

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Content Standard: Communication: Oral and Visual
Grade 8-10 Benchmarks: E. Give informational presentations that present ideas in a logical sequence, include relevant facts details from multiple sources and use a consistent organizational structure.
Content Organizer: Speaking Skills and Strategies

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organization structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<p>(None)</p>			

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Content Standard: Communication: Oral and Visual				
Grade 8-10 Benchmarks: G. Give presentations using a variety of delivery methods, visual displays and technology.				
Content Organizer: Speaking Skills and Strategies				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	(None)			

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Content Standard: Communication: Oral and Visual
Grade 8-10 Benchmarks: F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.
Content Organizer: Speaking Skills and Strategies

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Deliver persuasive presentations that: <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiation between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal case studies or analogies). 	(None)			