

**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b><u>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</u></b>				
<b><u>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).</u></b>				
<b><u>Content Organizer: None</u></b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	(None)	<p><b>I. Resource</b>                      “Considering Many Points of View”  <i>Developing More Curious Minds</i> John Barell                      Appendix (p. 13)</p> <p>*This graphic organizer can be modified to discuss literary texts. For example, fiction can be written from a feminist, religious or sociological point of view.</p>	<p><b>I.</b> 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><b>I.</b> 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>

**The Reading Process Standards includes concepts of print, comprehension strategies and self-monitoring strategies. Reading processes are used in all reading content areas and should be incorporated within instruction and assessment of the content-specific standards and benchmarks.**

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<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10 Benchmarks: C. Analyze whether graphics supplement textual information and promote the author's purpose.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
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"> <li>• One or more clearly identifiable propaganda messages in nonfiction passages</li> <li>• Identification of statement containing propaganda not asked to identify specific technique use</li> <li>• Demonstrate ability to detect when and why propaganda is used</li> <li>• Cite information from text to support conclusion</li> </ul>			

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<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10 Benchmarks: D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
<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"> <li>• Passage exemplifies and identifiable purpose, bias, or slant not directly stated</li> <li>• Infer=implicit</li> <li>• Requires student to cite information from text to support conclusion</li> </ul>	<p>“Clinton’s Uniform Policy (Pro/Con)” Appendix (p. 10 )</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"> <li>1. Organization of information</li> <li>2. Intended audience</li> <li>3. Tone/Point of view</li> <li>4. Selection of vocabulary</li> <li>5. Fact vs. opinion</li> <li>6. Specific details</li> </ol>	<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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<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10chmarks: A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
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).	(None)			

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<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>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.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<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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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: A. Analyze interactions between characters in literary text and how the interactions affect the plot.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
1. Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
2. Analyze the influence of setting in relation to other literary elements.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme)</p> <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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<b>Grade 8-10 Benchmark: B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</b>				
<b>Content Organizer:</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
4. Evaluate the point of view used in a literary text.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e. setting, character, plot and theme.)</p> <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>	<p><i>Reader’s Handbook</i> Great Source Education (pp. 377, 379-380)</p> <p>“Point of View” (Teacher only) Appendix (p. 25)</p>	<p>Students should have an understanding of the common types of point of view – first, third, limited, omniscient, etc. They may need additional instruction in the concept of “persona.” This is a sophisticated concept. Have students read page 377 aloud beginning with the section marked “Description.” Have them brainstorm about the many different points of view an author might choose. Students should add “persona” to their vocabulary and use it when discussing reading assignment, both fiction and non-fiction.</p> <p>Examples – feminist, sociological, psychological, religious, political, historical and racial or ethnic point of view</p> <p>Then ask them to recall literature that they might have understood better if they had analyzed the point of view beyond the obvious. If students have difficulty recalling, give them some works of literature and ask them to categorize them.</p> <p>Examples: <i>The Adventures of Tom Sawyer</i>, <i>Ella Enchanted</i>, <i>Lottery Rose</i>, <i>A day No Pigs Would Die</i></p> <p>Use the teacher “Point of View” to assist in instruction and to determine which of the checklist questions address your specific lesson plans.</p>	<p>Extended Response questions can be inserted into a journal response or as a test question. Points should be awarded based on the correct response and the details which support the point of view. Suggestion: No less than the correct answer plus two examples to support it.</p>

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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: D. Identify similar recurring themes across different works.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
5. Interpret universal themes across different works by the same author and different authors.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: E. Analyze the use of a genre to express a theme or topic</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
6. Analyze how an author's choice of genre affects the expressions of a theme or topic.	(None)			

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Explain how foreshadowing and flashback are used to shape plot in a literary text.	(None)			

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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
<p>8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.</p> <p>Vocabulary is embedded within the listed short stories.</p>	<p>#9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification and hyperbole).</p> <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author’s reason for use</li> <li>• Requires going beyond merely identification</li> </ul>	<p>“Exercises in Critical Thinking and Writing” <i>Elements of Literature</i>, 3<sup>rd</sup> Course, (pp. 201-02)</p> <p>“The Little Girl and the Wolf,” and “The Princess and the Tin Box,” James Thurber</p> <p>“The Sniper,” Liam O’Flaherty</p> <p>The Cask of Amontillado,” Edgar Allen Poe</p> <p>“The Necklace,” Guy de Maupassant (pp. 202-225)</p> <p>Selected questions from Tests and Review and Response worksheets (pp. 211-254)</p>	<p>Types of irony are <u>introduced</u> in Grade 9 Academic Content Standards. Irony is mentioned in grades 10-12, but the emphasis is in grade 9. Beyond this, students are expected to recognize and use irony.</p> <p>First read Thurber’s stories and then examine the definitions of irony. As each story is read, review the previous example of irony and discuss how each story reflects different types of irony. Continue to review definitions each class period until students can quickly respond to ironic situations. Teachers can locate short passages of irony to add to the stories in the textbook or draw from life experiences.</p> <p>Teachers may want to cut and paste questions concerning irony from the 4 tests in this unit. The Introduction Test (p. 211) might be saved to include in the final assessment. Remind students they must remember the definitions and types of irony. Spiral a couple of questions about types of irony in later tests as a follow-up. Tell students they will be studying irony when they read <i>Romeo and Juliet</i>.</p>	<p>Review and Response (p. 215) “The Little Girl and the Wolf” and “The Princess and the Tin Box” Questions 1-3 Recognizing Irony</p> <p>Review and Response – “The Sniper” Situational Irony (p. 223) Test, Part A, “The Sniper” (p. 229)</p> <p>Review and Response- “The Cask of Amontillado” (p. 235) Test, Part B, “The Cask of Amontillado” (p. 241)</p> <p>Review and Response (p. 247) “The Necklace” Situational Irony Test, Part A, “The Necklace”</p> <p>Final assessment – Journal response reflecting on the use and effectiveness of irony in the modern world, specifically in the media.</p>

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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	# 9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification, hyperbole) <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author’s reason for use</li> <li>• Requires going beyond merely identification</li> </ul>			

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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: G. Explain techniques used by authors to develop style.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
10. Explain how authors use symbols to create broader meanings.	(None)			

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Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	#9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification and hyperbole). <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author's reason for use</li> <li>• Requires going beyond merely identification</li> </ul>			

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<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	(None)	<p><b>I. Resource</b>                      “Considering Many Points of View”  <i>Developing More Curious Minds</i> John Barell                      Appendix (p. 13)</p> <p>*This graphic organizer can be modified to discuss literary texts. For example, fiction can be written from a feminist, religious or sociological point of view.</p>	<p><b>I.</b> 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><b>I.</b> 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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<p><b><u>Content Standard:</u> Reading Applications: Informational, Technical and Persuasive Text</b>  <b><u>Grade 8-10 Benchmarks:</u> 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.</b>  <b><u>Content Organizer:</u> None</b></p>				
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"> <li>• One or more clearly identifiable propaganda messages in nonfiction passages</li> <li>• Identification of statement containing propaganda not asked to identify specific technique use</li> <li>• Demonstrate ability to detect when and why propaganda is used</li> <li>• Cite information from text to support conclusion</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10 Benchmarks: D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
<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"> <li>• Passage exemplifies and identifiable purpose, bias, or slant not directly stated</li> <li>• Infer=implicit</li> <li>• Requires student to cite information from text to support conclusion</li> </ul>	<p>“Clinton’s Uniform Policy (Pro/Con)” Appendix (p. 10 )</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"> <li>1. Organization of information</li> <li>7. Intended audience</li> <li>8. Tone/Point of view</li> <li>9. Selection of vocabulary</li> <li>10. Fact vs. opinion</li> <li>11. Specific details</li> </ol>	<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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**Language Arts: Grade Nine**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10chmarks: A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
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).	(None)			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>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.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<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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**Language Arts: Grade Nine**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: A. Analyze interactions between characters in literary text and how the interactions affect the plot.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
1. Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
2. Analyze the influence of setting in relation to other literary elements.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</b>				
<b>Content Organizer:</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
4. Evaluate the point of view used in a literary text.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e. setting, character, plot and theme.)</p> <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>	<p><i>Reader’s Handbook</i> Great Source Education (pp. 377, 379-380)</p> <p>“Point of View” (Teacher only) Appendix (p. 25)</p>	<p>Students should have an understanding of the common types of point of view – first, third, limited, omniscient, etc. They may need additional instruction in the concept of “persona.” This is a sophisticated concept. Have students read page 377 aloud beginning with the section marked “Description.” Have them brainstorm about the many different points of view an author might choose. Students should add “persona” to their vocabulary and use it when discussing reading assignment, both fiction and non-fiction.</p> <p>Examples – feminist, sociological, psychological, religious, political, historical and racial or ethnic point of view</p> <p>Then ask them to recall literature that they might have understood better if they had analyzed the point of view beyond the obvious. If students have difficulty recalling, give them some works of literature and ask them to categorize them.</p> <p>Examples: <i>The Adventures of Tom Sawyer</i>, <i>Ella Enchanted</i>, <i>Lottery Rose</i>, <i>A day No Pigs Would Die</i></p> <p>Use the teacher “Point of View” to assist in instruction and to determine which of the checklist questions address your specific lesson plans.</p>	<p>Extended Response questions can be inserted into a journal response or as a test question. Points should be awarded based on the correct response and the details which support the point of view. Suggestion: No less than the correct answer plus two examples to support it.</p>

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: D. Identify similar recurring themes across different works.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
5. Interpret universal themes across different works by the same author and different authors.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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Language Arts: Grade Nine

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: E. Analyze the use of a genre to express a theme or topic</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
6. Analyze how an author's choice of genre affects the expressions of a theme or topic.	(None)			

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Language Arts: Grade Nine

Adams County/Ohio Valley  
Course of Study

<b>Content Standard:</b> Reading Applications: Literary Text <b>Grade 8-10 Benchmark:</b> Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. <b>Content Organizer:</b> None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Explain how foreshadowing and flashback are used to shape plot in a literary text.	(None)			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
<p>8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.</p> <p>Vocabulary is embedded within the listed short stories.</p>	<p>#9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification and hyperbole).</p> <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author’s reason for use</li> <li>• Requires going beyond merely identification</li> </ul>	<p>“Exercises in Critical Thinking and Writing” <i>Elements of Literature</i>, 3<sup>rd</sup> Course, (pp. 201-02)</p> <p>“The Little Girl and the Wolf,” and “The Princess and the Tin Box,” James Thurber</p> <p>“The Sniper,” Liam O’Flaherty</p> <p>The Cask of Amontillado,” Edgar Allen Poe</p> <p>“The Necklace,” Guy de Maupassant (pp. 202-225)</p> <p>Selected questions from Tests and Review and Response worksheets (pp. 211-254)</p>	<p>Types of irony are <u>introduced</u> in Grade 9 Academic Content Standards. Irony is mentioned in grades 10-12, but the emphasis is in grade 9. Beyond this, students are expected to recognize and use irony.</p> <p>First read Thurber’s stories and then examine the definitions of irony. As each story is read, review the previous example of irony and discuss how each story reflects different types of irony. Continue to review definitions each class period until students can quickly respond to ironic situations. Teachers can locate short passages of irony to add to the stories in the textbook or draw from life experiences.</p> <p>Teachers may want to cut and paste questions concerning irony from the 4 tests in this unit. The Introduction Test (p. 211) might be saved to include in the final assessment. Remind students they must remember the definitions and types of irony. Spiral a couple of questions about types of irony in later tests as a follow-up. Tell students they will be studying irony when they read <i>Romeo and Juliet</i>.</p>	<p>Review and Response (p. 215) “The Little Girl and the Wolf” and “The Princess and the Tin Box” Questions 1-3 Recognizing Irony</p> <p>Review and Response – “The Sniper” Situational Irony (p. 223) Test, Part A, “The Sniper” (p. 229)</p> <p>Review and Response- “The Cask of Amontillado” (p. 235) Test, Part B, “The Cask of Amontillado” (p. 241)</p> <p>Review and Response (p. 247) “The Necklace” Situational Irony Test, Part A, “The Necklace”</p> <p>Final assessment – Journal response reflecting on the use and effectiveness of irony in the modern world, specifically in the media.</p>

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b> <b>Grade 8-10 Benchmark: F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</b> <b>Content Organizer: None</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	# 9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification, hyperbole) <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author’s reason for use</li> <li>• Requires going beyond merely identification</li> </ul>			

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Language Arts: Grade Nine

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: G. Explain techniques used by authors to develop style.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
10. Explain how authors use symbols to create broader meanings.	(None)			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b> <b>Grade 8-10 Benchmark: F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</b> <b>Content Organizer: None</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	#9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification and hyperbole). <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author's reason for use</li> <li>• Requires going beyond merely identification</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>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).</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	(None)	<p><b>I. Resource</b>                      “Considering Many Points of View”  <i>Developing More Curious Minds</i> John Barell                      Appendix (p. 13)</p> <p>*This graphic organizer can be modified to discuss literary texts. For example, fiction can be written from a feminist, religious or sociological point of view.</p>	<p><b>I.</b> 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><b>I.</b> 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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<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10 Benchmarks: C. Analyze whether graphics supplement textual information and promote the author's purpose.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	(None)			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<p><b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>  <b>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.</b>  <b>Content Organizer: None</b></p>				
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"> <li>• One or more clearly identifiable propaganda messages in nonfiction passages</li> <li>• Identification of statement containing propaganda not asked to identify specific technique use</li> <li>• Demonstrate ability to detect when and why propaganda is used</li> <li>• Cite information from text to support conclusion</li> </ul>			

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**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10 Benchmarks: D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
<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"> <li>• Passage exemplifies and identifiable purpose, bias, or slant not directly stated</li> <li>• Infer=implicit</li> <li>• Requires student to cite information from text to support conclusion</li> </ul>	<p>“Clinton’s Uniform Policy (Pro/Con)” Appendix (p. 10 )</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"> <li>1. Organization of information</li> <li>12. Intended audience</li> <li>13. Tone/Point of view</li> <li>14. Selection of vocabulary</li> <li>15. Fact vs. opinion</li> <li>16. Specific details</li> </ol>	<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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**Language Arts: Grade Nine**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10chmarks: A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
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).	(None)			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>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.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<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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**Language Arts: Grade Nine**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: A. Analyze interactions between characters in literary text and how the interactions affect the plot.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
1. Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
2. Analyze the influence of setting in relation to other literary elements.	# 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme) <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme)</p> <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</b>				
<b>Content Organizer:</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
4. Evaluate the point of view used in a literary text.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e. setting, character, plot and theme.)</p> <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>	<p><i>Reader’s Handbook</i> Great Source Education (pp. 377, 379-380)</p> <p>“Point of View” (Teacher only) Appendix (p. 25)</p>	<p>Students should have an understanding of the common types of point of view – first, third, limited, omniscient, etc. They may need additional instruction in the concept of “persona.” This is a sophisticated concept. Have students read page 377 aloud beginning with the section marked “Description.” Have them brainstorm about the many different points of view an author might choose. Students should add “persona” to their vocabulary and use it when discussing reading assignment, both fiction and non-fiction.</p> <p>Examples – feminist, sociological, psychological, religious, political, historical and racial or ethnic point of view</p> <p>Then ask them to recall literature that they might have understood better if they had analyzed the point of view beyond the obvious. If students have difficulty recalling, give them some works of literature and ask them to categorize them.</p> <p>Examples: <i>The Adventures of Tom Sawyer</i>, <i>Ella Enchanted</i>, <i>Lottery Rose</i>, <i>A day No Pigs Would Die</i></p> <p>Use the teacher “Point of View” to assist in instruction and to determine which of the checklist questions address your specific lesson plans.</p>	<p>Extended Response questions can be inserted into a journal response or as a test question. Points should be awarded based on the correct response and the details which support the point of view. Suggestion: No less than the correct answer plus two examples to support it.</p>

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: D. Identify similar recurring themes across different works.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
5. Interpret universal themes across different works by the same author and different authors.	<p># 11 Subscale: Extends meaning Analyze the effect of literary elements (i.e., setting, character, plot, and theme)</p> <ul style="list-style-type: none"> <li>• Passages (fiction or nonfiction) contains one or more of following literary elements: Plot, (e.g., problem, resolution, conflict, foreshadowing, flashback), Characterization, setting, or theme</li> <li>• Students may be asked to identify or analyze one or more elements</li> <li>• Relate elements to each other (e.g., plot and characterization, setting and theme)</li> <li>• Use information from text to support conclusions</li> </ul>			

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Language Arts: Grade Nine

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: E. Analyze the use of a genre to express a theme or topic</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
6. Analyze how an author's choice of genre affects the expressions of a theme or topic.	(None)			

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Language Arts: Grade Nine

Adams County/Ohio Valley  
Course of Study

<b>Content Standard:</b> Reading Applications: Literary Text <b>Grade 8-10 Benchmark:</b> Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. <b>Content Organizer:</b> None				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Explain how foreshadowing and flashback are used to shape plot in a literary text.	(None)			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
<p>8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.</p> <p>Vocabulary is embedded within the listed short stories.</p>	<p>#9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification and hyperbole).</p> <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author’s reason for use</li> <li>• Requires going beyond merely identification</li> </ul>	<p>“Exercises in Critical Thinking and Writing” <i>Elements of Literature</i>, 3<sup>rd</sup> Course, (pp. 201-02)</p> <p>“The Little Girl and the Wolf,” and “The Princess and the Tin Box,” James Thurber</p> <p>“The Sniper,” Liam O’Flaherty</p> <p>The Cask of Amontillado,” Edgar Allen Poe</p> <p>“The Necklace,” Guy de Maupassant (pp. 202-225)</p> <p>Selected questions from Tests and Review and Response worksheets (pp. 211-254)</p>	<p>Types of irony are <u>introduced</u> in Grade 9 Academic Content Standards. Irony is mentioned in grades 10-12, but the emphasis is in grade 9. Beyond this, students are expected to recognize and use irony.</p> <p>First read Thurber’s stories and then examine the definitions of irony. As each story is read, review the previous example of irony and discuss how each story reflects different types of irony. Continue to review definitions each class period until students can quickly respond to ironic situations. Teachers can locate short passages of irony to add to the stories in the textbook or draw from life experiences.</p> <p>Teachers may want to cut and paste questions concerning irony from the 4 tests in this unit. The Introduction Test (p. 211) might be saved to include in the final assessment. Remind students they must remember the definitions and types of irony. Spiral a couple of questions about types of irony in later tests as a follow-up. Tell students they will be studying irony when they read <i>Romeo and Juliet</i>.</p>	<p>Review and Response (p. 215) “The Little Girl and the Wolf” and “The Princess and the Tin Box” Questions 1-3 Recognizing Irony</p> <p>Review and Response – “The Sniper” Situational Irony (p. 223) Test, Part A, “The Sniper” (p. 229)</p> <p>Review and Response- “The Cask of Amontillado” (p. 235) Test, Part B, “The Cask of Amontillado” (p. 241)</p> <p>Review and Response (p. 247) “The Necklace” Situational Irony Test, Part A, “The Necklace”</p> <p>Final assessment – Journal response reflecting on the use and effectiveness of irony in the modern world, specifically in the media.</p>

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Literary Text</b> <b>Grade 8-10 Benchmark: F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.</b> <b>Content Organizer: None</b>				
Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	# 9 Subscale: Extends meaning Recognize the effect of common literary devices (i.e. simile, metaphor, personification, hyperbole) <ul style="list-style-type: none"> <li>• Fiction or nonfiction</li> <li>• Assessing only above list of devices</li> <li>• Students asked to determine effect of one or more literary devices</li> <li>• Identify or discuss author’s reason for use</li> <li>• Requires going beyond merely identification</li> </ul>			

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Language Arts: Grade Nine

Adams County/Ohio Valley  
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<b>Content Standard: Reading Applications: Literary Text</b>				
<b>Grade 8-10 Benchmark: G. Explain techniques used by authors to develop style.</b>				
<b>Content Organizer: None</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
10. Explain how authors use symbols to create broader meanings.	(None)			

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**Language Arts: Grade Nine**

Adams County/Ohio Valley  
Course of Study

<b>Content Standard: Reading Applications: Informational, Technical and Persuasive Text</b>				
<b>Grade 8-10 Benchmark: A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</b>				
<b>Content Organizer:</b>				
<b>Grade Level Indicator</b>	<b>OGT Competency Focus</b>	<b>Resources</b>	<b>Instructional Activities/Strategies</b>	<b>Assessment</b>
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	<p>(Not specifically addressed in reading but in Writing Applications section)</p> <p>#4 Subscale: Constructs Meaning</p> <ul style="list-style-type: none"> <li>• Fiction or non-fiction that may support one or more interpretation</li> <li>• Given an interpretation student locates or describes details to support it</li> <li>• Given a different interpretation, students must identify important details that support it</li> </ul> <p>(Not specifically addressed)</p> <p># 6 Subscale: Extends Meaning Differentiate between fact and opinion.</p> <ul style="list-style-type: none"> <li>• Non-fiction passages contain statements clearly justifiable as fact or opinion</li> <li>• Implied statements determined to be fact or opinion identified</li> </ul> <p>Explanation why statements are fact or opinion required</p>			

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