

Language Arts: Grade Nine

Adams County/Ohio Valley Course of Study

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. <p>Demonstrates effective use of language giving paper an identifiable personal style and voice.</p>			

The Writing Process Standards includes the phases of pre-writing, drafting, revising, editing, and publishing. Writing processes are used in all writing content areas and should be incorporated within instruction and assessment of the content-specific standards and benchmarks.

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Grade 8-10 Benchmarks: B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge

Content Organizer: None

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<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</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). 			

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Grade 8-10 Benchmarks: C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.

Content Organizer:

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>(None)</p>			

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Grade 8-10 Benchmarks: D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

Content Organizer: None

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<p>4. Write informational essays or reports, including research that:</p> <ol style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<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>#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. 			

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Grade 8-10 Benchmarks: E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

Content Organizer: None

Grade Level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> a. establish and develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information. 	<p>(Implied) #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>(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>(Implied) #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>“Clinton’s Uniform Policy (Pro/Con” Appendix (p. 10)</p> <p>Computers</p> <p>Recent magazine articles (<i>i.e. Newsweek, Time, Education Week, US News and World Report</i>)</p>	<p>Suggestion: Limit student selection of topics to 2-3 issues. This will give students an opportunity to compare each other’s writing more easily. A Venn diagram, or similar graphic organizer, could be used as a pre-writing tool. Students must follow the complete writing process using specific techniques listed in the course of study/curriculum guide content standard.</p> <p>Suggested topics:</p> <ol style="list-style-type: none"> 1. Armed airline pilots (pro/con) 2. Random drug testing in schools-An invasion of privacy? 3. Weighted grades-Fair or unfair? 4. Graduation Tests- Do they improve education? 	<p>After studying the two essays in “Clinton’s Uniform Policy,” students will write a persuasive essay on a selected topic, which will be evaluated using the writing rubric developed for the OGT. All four parts of indicator 5 should be included in each essay.</p>

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6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	(None)	Newspaper or magazine articles OCTELA or NCTELA suggestions from English Journal Writing assignments in <i>Elements of Literature</i> Literature Circle novels	Students should write a minimum of two one-page journal entries per week. One should be written as homework and the other should be written in class. The majority of entries should be reactions to assigned readings. Teachers should determine focus 75% of the time.	On-going assessment Teachers should read <u>all</u> journal entries and make suggestions for improvements and note improved writing. Just a few comments are necessary. These are not formally graded, but used to diagnose. Teachers may want to record one journal grade per semester based on quality and assignments completed on time.

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