

9th-10th Grade Academic Content Standards for English Language Arts

Standard: Writing Applications

	Grade Level Indicator	Implementation Plan
	<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 a range of strategies and literary devices including figurative language and specific narration; and</p> <p>c. include an organized, well-developed structure.</p>	<ul style="list-style-type: none"> • Assign narrative essay or story, following implementation procedures under Writing Processes standard. • Emphasize <i>showing over telling</i>. • In prewriting and throughout the drafting and revising stages, focus independently on the desired effect(s), to clarify and formulate it or them precisely; the writer's sense of purpose and plan could evolve as the writing process unfolds. • In drafting and revision, emphasize selecting and strategically integrating appropriate details, so that the story achieves a singular purpose in a focused way, with no superfluous elements. • For pacing and suspense, consider use of conflicts, parallel plots, subplots, appropriateness of narrative summary vs. narrative detail, and sounds and connotations of words to set suspenseful mood and adjust tension. Refer to Reading Applications: Literary Text, implementation #3.
	<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>	<ul style="list-style-type: none"> • Assign literary analysis papers. • Make connections between texts in discussion. • Through individual brainstorming and small group work, make writers consider reader questions and alternative interpretations, incorporating clarifications and rebuttals to support judgments. • Emphasize the importance of supporting conclusions with references to texts, authorities or knowledge. • Respond to drafts to raise questions, to deepen and clarify student analysis. • Emphasize crafting a narrowly focused and precise judgment or claim. • Emphasize the importance of tying the argument together in the conclusion. • Do a variety of short and narrowly focused exercises in discussion and writing, dealing with various aspects of literary texts. • Use journal responses to readings to build toward interpretive writing.

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	<p>3. Write business letters, letters to the editor and job applications that:</p> <p>a. address audience needs, stated purpose and context in a clear and efficient manner;</p> <p>b. follow the conventional style appropriate to the text using proper technical terms;</p> <p>c. include appropriate facts and details;</p> <p>d, exclude extraneous details and inconsistencies; and</p> <p>e. provide a sense of closure to the writing.</p>	<ul style="list-style-type: none">• Assign such documents in imagined or real situations that interest students. Analyze models.• Use computer lab to instruct in proper format• Emphasize rhetorical purposes of such documents and lead students to think rhetorically with prewriting exercises and discussion of models.• Emphasize conciseness, clarity and coherence in revising.• Emphasize close attention to rhetorical situation and purpose in crafting closing statements.
	<p>4. Write informational essays or reports, including research, that:</p> <p>a. pose relevant and tightly drawn questions that engage the reader;</p> <p>b. provide a clear and accurate perspective on the subject;</p> <p>c. create an organizing structure appropriate to the purpose, audience and context;</p> <p>d. support the main ideas with facts, details, examples and explanations from sources;</p> <p>e. document sources and include bibliographies.</p>	<ul style="list-style-type: none">• Assign informational essays or reports (aside from research papers, on assigned or independent readings perhaps). Discuss possible topics to generate and ensure student interest.• Assign graded prewriting component that formulates, revises and clarifies controlling idea (subject to revision during drafting/revising process).• Do library exercise on evaluating validity and reliability of print and web sources.• Review models of various expository structures.• Emphasize analysis of rhetorical situation and anticipation of reader objections, expectations, problems.• Revise for effective support with details, etc.• Instruct in MLA format and do bibliography exercises in computer lab to master format..• Assess with rubric focused on stated features.

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	<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none">c. support arguments with detailed evidence;b. exclude irrelevant information; andc. cite sources of information	<ul style="list-style-type: none">• Discuss rhetorical situation and Aristotle’s “Three Appeals”: Logos = Reason  Ethos = Authorities/Qualifications Pathos = Emotion <p>(Compare Appeals triangle to Rhetorical Situation triangle: the appeals are roughly appropriate to the corresponding elements or players in the rhetorical situation.)</p> <ul style="list-style-type: none">• Assign a persuasive paper and shorter paragraph arguments.• Show model paragraphs and essays that exemplify different modes of development (resources: <u>Prose Models</u> and <u>A Writer’s Reference</u>).• In revision, emphasize development of effective detail and sharpening of focus to exclude irrelevancies.• Assign individual or panel persuasive tasks in speech—argument or debate, requiring the use of logical and persuasive models and methods.
	<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<ul style="list-style-type: none">• Assign Journal for reading responses and daily (or regular) short writings from prompts.• Assign <i>active reading</i> note-taking and marking of handout texts for assessment.• Write a poem during the poetry unit.