

## NINTH GRADE SECTION

### PURPOSE:

At the end of the ninth grade students will: compose narrative, expository and technical writings with detailed insight from personal experience; explain and analyze cause-effect relationships, paraphrase and organize text, identify theme, tone and the author's point of view

### BENCHMARKS AND INDICATORS:

#### WRITING PROCESS

Students express information in their own words using appropriate organization and grammar, word choice, and tone sufficient to the audience according to the six-trait writing model.

#### TYPES OF WRITING:

##### NARRATIVE

Students write narrative pieces (i.e., include personal narratives, autobiographies, short stories, character sketches, and descriptions of time, place, occasion and object.

- Write from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another. (1.1.3)\*\*
- Analyze and interprets implications and consequences of plagiarism, (e.g. ethical, legal professional). (1.1.4)\*\*
- Apply appropriate strategies to generate narrative text,(e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (1.1.5)\*\*
- Incorporate words that are precise and suitable for narrative writing, which creates appropriate imagery,(e.g. explicit nouns, vivid verbs, natural modifiers). (1.1.9)\*\*
- Use a variety of sentences structures and lengths. (1.1.11)\*\*
- Create a variety of engaging sentence beginnings that relate to and build upon previous sentences and moves the reader easily through the text. (1.1.12)\*\*
- Revise and evaluate work using a standard rubric.

##### EXPOSITORY

Students write expository pieces, (i.e. research based presentation with paper with a minimum of 200 words).

- Develop a thesis statement based upon at least one main idea in response to a prompt. (1.2.1)\*\*
- Analyze and interprets implications and consequences of plagiarism, (e.g. ethical, legal, professional). (1.2.5)\*\*
- Cite references for all sources of information and includes summarized and paraphrased ideas from other authors. (1.2.6)\*\*
- Construct a bibliography with a standard style of format(e.g. MLA). (1.2.7)\*\*
- Write a cohesive piece that includes (1) an introduction that draws the reader in ; (2) a body that provides information through the logical placement of facts and data (3) a conclusion that reinforces the statement and leaves the reader with a sense of completion. (1.2.9)\*\*
- Use appropriate transitions to connect ideas within and between paragraphs. (1.2.11)\*\*
- Use correct mechanics and punctuation to guide the reader through the text. (1.2.19)\*\*

##### TECHNICAL

Students write technical pieces (e.g., business letters, charts, graphs, technical reports, manuals, and technical descriptions), evaluated by the technical writing rubric.

- Analyze and interprets implications and consequences of plagiarism, (e.g. ethical, legal, professional). (1.3.4)\*\*
- Cite references for all sources of information and includes summarized and paraphrased ideas from other authors. (1.3.5)\*\*
- Use appropriate transitions to connect ideas within the piece. (e.g. enumerated list, bullets, headings, subheading, complex outlining elements). (1.3.9)\*\*

## **GRAMMAR**

Students use correct mechanics and punctuation to guide the reader through the text. (1.2.19)\*\*  
Students apply correct advanced grammatical concepts.

- Subject-verb agreement
- Pronoun usage
- Pronoun-antecedent agreement
- Verbal phrases (participles, gerunds, etc.)
- Subjective clauses
- Subjective complements

## **READING COMPREHENSION**

Students explain and analyze cause-effect relationships in narrative, expository, technical and persuasive texts.

- Explain and analyze cause-effect relationships in a variety of texts. (1.4)\*\*

Students paraphrase and organize text to summarize information from narrative, expository, technical and persuasive texts in logical or sequential order, clearly preserving the author's intent. (1.4)\*\*

- Paraphrase and organize information in a variety of texts.
- Summarize information that was paraphrased and organized from that variety of texts.
- Use logical or sequential order in the summary.
- Preserve the author's intent.

## **LITERARY TERMS**

Students identify and define the protagonist and antagonist as used in literature. (2.1)\*\*

- Identify and define protagonist in literature
- Identify and define antagonist in literature

## **LITERARY GENRE**

Students identify basic differences between the main types of genre such as fiction, nonfiction, poetry and drama. (2.1)

- Identify differences in fiction
- Identify differences in nonfiction
- Identify basic differences in poetry
- Identify basic differences in drama

## **LITERARY ANALYSIS**

Students identify theme, tone and the author's point-of-view using textual evidence and considering audience and purpose. (2.1)

- Identify theme
- Identify tone
- Identify author's point of view
- Use textual evidence
- Consider audience and purpose

Students recognize ways that literature from different cultures presents similar themes differently across genres. (2.2)

Students compare and contrast works of literature that deal with similar topics and problems. (2.2)

Students evaluate distinctive and shared characteristics of cultures through a variety of texts. (2.2)