

Course/Grade Level: Ninth Grade Language Arts Curriculum

Focus: Students will demonstrate expository and technical writing skills. They will examine their sentences to improve fluency and examine their writing to improve their ideas, content, and organization.

LA.9.1 Students will write *expository* text using the writing process.*

Students will...

- LA.9.1.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- develop a thesis statement based upon at least one main idea in response to a prompt
 - clearly define the main idea by selecting relevant, logical details that meet the reader's informational needs
 - select and use (1) personal experience, (2) observations, (3) prior knowledge, and/or (4) research to create appropriate point of view
 - express information in own words sufficient to the audience
 - analyze and understand implications and consequences of plagiarism (e.g., ethical, legal, professional)
 - cite references for all sources of information and include summarized and paraphrased ideas from other authors
- LA.9.1.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- apply appropriate strategies to generate expository text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, and identifying information from print sources)
 - 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, and (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion
 - arrange information within each paragraph in a logical and effective sequence to meet the reader's informational needs
 - use appropriate transitions to connect ideas within and between paragraphs
- LA.9.1.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- select vocabulary and figurative language that convey a particular tone and personality (e.g., humor, suspense, originality, liveliness)
- LA.9.1.4 use effective *word choice* (prewriting, drafting, and revising).
- incorporate words that are precise and suitable for expository writing that create appropriate imagery (e.g., explicit nouns, vivid verbs, natural modifiers)
 - manage specialized vocabulary particular to the subject/topic to provide ease of understanding

- LA.9.1.5 use *sentence fluency* (drafting and revising).
- use a variety of sentence structures and lengths to make the reading pleasant and natural
 - create a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text
 - use fragments only for stylistic effect
- LA.9.1.6 use standard American English *conventions* in formal writing assignments (drafting and proofreading).
- use correct mechanics and punctuation to guide the reader through the text
 - use correct grammar and usage which may be manipulated for stylistic effect and may contribute to clarity
 - spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check)
 - use correct paragraph division to reinforce the organizational structure of the text

LA.9.2 Students will write *technical* text using the writing process.*

Students will...

- LA.9.2.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- develop a technical text focused on one main purpose
 - clearly define the main idea with selection of concise, logical details that meet the reader's informational needs
 - analyze and understand implications and consequences of plagiarism (e.g., ethical, legal, and professional)
 - cite reference for all sources of information and include summarized paraphrased ideas from other authors
 - construct a bibliography using a standard formatting website, such as easybib.com
- LA.9.2.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- apply appropriate strategies to generate technical text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, and identifying information from print sources)
 - organize information within each section, paragraph, list or graphic in a logical and effective sequence to meet the reader's informational needs
 - compose a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion
 - use appropriate transitions to connect ideas within the piece (e.g., enumerated list, bullets, headings, subheadings, complex outlining elements)
- LA.9.2.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- **write with an awareness of purpose and audience (e.g., letters, complex reports, directions, graphics, brochures, electronic presentations, newsletters, memos, job searches, fliers, e-mails, web pages, pictorials)**
- LA.9.2.4 use effective *word choice* (prewriting, revising, and drafting).
- **select words that convey the writer's message clearly, precisely, and professionally (e.g., technical terms, jargon)**
 - **select words that consider appropriate connotation for the intended task/format (e.g., persuasive if persuading; informational if informing, etc.)**
- LA.9.2.5 use *sentence fluency* (drafting and revising).
- **write compact sentences or phrases that make the point clear**

- LA.9.2.6 use Standard American English *conventions* (drafting and proofreading).
- punctuate correctly
 - use correct grammar and usage, which may be manipulated for stylistic effect and will contribute to clarity
 - spell words correctly and use available resources (e.g., dictionary, spell check)
 - **use graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g., charts, graphs, illustrations)**

LA.9.3 Students will speak effectively.

Students will...

- LA.9.3.1 develop oral presentations for peers.
- LA.9.3.2 avoid distracting delivery behaviors.
- LA.9.3.3 effectively use materials and equipment.
- LA.9.3.4 participate appropriately in small groups.
- LA.9.3.5 show sensitivity to feelings and opinions of others.

LA.9.4 Students will listen effectively.

Students will...

- LA.9.4.1 listen attentively and participate appropriately in formal and informal settings.
- LA.9.4.2 identify and recognize verbal and non-verbal cues.
- LA.9.4.3 follow simple and multi-step directions and offer appropriate feedback.
- LA.9.4.4 utilize accepted note-taking skill in formal and informal settings.

APPENDIX - THE WRITING PROCESS

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."