

# LANGUAGE ARTS

## READING AND LITERATURE

### GRADE 9

**CH 2.20** The student reads print materials written by a variety of female and male authors which are ethnically diverse and which include (A) classical, traditional and contemporary fiction, and (B) nonfiction from books, magazines, newspapers and data bases. (NS E1a; NJ 3.4; NCTE 1,2,9; CK R5,R6)

- Reads a minimum of ten to fifteen books each year
- Reads a minimum of ten to fifteen additional selections of appropriate length from a variety of sources
- Maintains an annotated list of works read
- Produces portfolios and/or journals and/or logs which clearly demonstrate understanding of materials read
- Discusses contents of a variety of reading materials within a variety of contexts

**CH 2.22a** The student reads and responds through a variety of processes to various forms of literature, which may include fiction, nonfiction, poetry and drama. (NS E5a; NJ 3.4; NCTE 1,2,3; CK R5,R6,R7)

- Identifies, evaluates and interprets the impact of an author's use of literary techniques, including plot, theme, setting, characterization, tone, diction, point of view, and irony.
- Makes logical, appropriate and thematic connections to current events and media
- Identifies and discusses various characteristics of literary forms and genres
- Discusses and hypothesizes as to the intent, prejudice or bias of an author
- Analyzes the social, historical, cultural and/or psychological background of an author's work

**CH 2.23**     **The student reads, processes and understands materials necessary for the purpose of gathering information. ( NS E1c; NJ 3.4; NCTE 3; CK R5, R6, R7)**

- **Restates or summarizes information**
- **Is articulate in the expression of the information gathered**
- **Compares/contrasts/relates information gathered to previous knowledge and/or experience**
- **Recognizes propaganda and bias in written texts**
- **Recognizes and addresses propaganda and bias in written texts**

**CH 2.6**     **The student develops extensive and elaborate knowledge about one topic or genre. (NS E1b; NJ 3.4; NCTE 7)**

- **Reads five selections within one genre or about one topic**
- **Uses written and oral expression to demonstrate knowledge of one genre or topic**
- **Analyzes, discusses and applies demonstrated knowledge so as to make connections with real life situations and personal experience**

**CH 2.7**     **The student produces a minimum of one literary piece which typifies the major characteristics of the chosen genre. (NS E5b; NJ 3.4; NCTE 12)**

**Creates and presents an original, quality work which is a poem, short story, play, essay, documentary, biographical sketch, or memoir**

## **WRITING**

**CH 2.25a**     **The student demonstrates proficiency in the use of the English language through knowledge and application of all essential mechanics. (NSE4a; NJ 3.3; NCTE 6; CK W3)**

- **Demonstrates the ability to produce an extensive piece of writing which features appropriate use of grammar, punctuation, spelling, vocabulary, sentence and paragraph**

## **construction**

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- **Demonstrates an ability to work independently in proofreading and in revising his/her own work using a variety of appropriate resources**
- **Demonstrates an ability to engage in peer editing, working cooperatively with others toward the revision of his/her written work, using a variety of appropriate resources**

**CH 2.26**     **The student produces and presents a well-organized, comprehensive report that develops a controlling idea (thesis). (NS E2a; NJ 3.3; NCTE 5,6; CK W1, W3, W4)**

- **Demonstrates an ability to engage the reader by creating an appropriate organizing structure, incorporating pertinent details and facts, and establishing a definitive context**
- **Creates a written product which incorporates a substantial amount of information gathered over a period of time**
- **Demonstrates in-depth reflection on the information detailed in the written work**
- **Uses effective introductory and concluding strategies**

**CH 2.27**     **The student is able to identify the ideas, purposes and audiences of his/her writing and to direct the writing effort so as to communicate effectively within that context. (NSE 2a; NJ 3.3; NCTE 4,5; CK W1, W2, W3)**

- **Uses effective pre-writing techniques to identify intent and purpose of the writing**
- **Creates a focus for the writing piece which is developed with all necessary sources of information**
- **Revises all work so as to assure that all supporting details, explanations, words, sentences and paragraphs accurately develop the established focus**

**CH 2.28**     **The student creates a written reflection/report/response to literature. (NS E2b; NJ 3.3; NCTE 3,5; CK W1,W2,W3)**

- **Demonstrates comprehension of the literary work**

- Demonstrates the ability to summarize, evaluate, interpret, analyze and apply a given work of literature in written form
- Provides appropriate textual support for all opinions
- Uses effective introductory and concluding strategies

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**CH 2.29** The student will create specific pieces of writing which demonstrate a proficiency in the ability to use the English language.

(NSE 2c; 2e, 2f, 7a,7b; NJ 3.3; NCTE 5, 6,7; CK W1, W2, W3)

- Uses effective pre-writing techniques to identify intent and purpose of writing
- Writes a persuasive essay which develops a thesis, engages the reader, creates an appropriate organizational structure, includes appropriate information and argumentation, substantiates all arguments and uses effective introductory and concluding strategies
- Writes an expository essay which engages the reader, creates an appropriate organizational structure, demonstrates a high degree of reflection, gives evidence of the ability to analyze experiences, events and special occasions, and to use effective introductory and concluding strategies
- Writes a narrative piece explaining a procedure which engages the reader, uses appropriate organization, clearly establishes a context and uses a variety of strategies
- Writes a detailed response to a civic or community issue generated by a public document
- Demonstrates an ability to use various software programs in the presentation of a final written product
- Gives consistent demonstration of an ability to support argumentation, to compare/contrast, to exclude unnecessary information or detail, to analyze the complexities of an event, experience, person, place or setting, and to critique and apply information being used

## **SPEAKING, LISTENING, VIEWING AND INTERPRETING**

**CH 2.15** The student will speak for a variety of real purposes and audiences.

(NS E 3a, 3b, 3c; NJ 3.1; NCTE 11,12; CK LP 8)

- Prepares for and participates in oral communication in a variety of settings, which may include formal individual presentations, debate, adult conferencing, classroom presentations, forensics, panel discussions, interviews and expression of informed opinions
- Demonstrates the ability to communicate effectively in both one-on-one and group situations with people of all ages

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- Demonstrates the ability to ask relevant questions, to respond to all types of questions, to confirm understanding of something which has been said, to elicit responses from others, to give reasons in support of opinions, and to summarize information
- Speaks in a group setting without dominating the conversation
- Uses constructive feedback to improve speaking ability
- Uses clear, concise and organized language in speaking situations
- Understands and demonstrates the use of brainstorming and other group techniques which are steps to problem-solving and group decision-making

**CH 2.30** The student will listen actively in a variety of situations to information from a variety of sources. (NS E 3e, NJ 3.2; NCTE 11, CK LP 8)

- Demonstrates the ability to listen actively so as to give evidence of comprehension through paraphrasing, appropriate feedback and specific responses
- Demonstrates an ability to take notes, formulate judgments and identify complexities
- Participates by active listening in group discussions and activities
- Recognizes persuasive techniques and credibility in oral communication

**CH 2.14** The student will view, understand and interpret textual and nontextual information. (NSE 3d, 7a; NJ 3.5; NCTE 6,8)

- Browses, annotates, links and evaluates information in a multimedia database
- Forms opinions on media products ( radio, television, film, newspaper, magazines, Internet) regarding their purpose, influence, effectiveness and logic

