

9th Critical Concepts:

****Writing Assessment: Modify the ACT writing prompt to include only two perspectives.****

Planning and Revising

Skills:

- I can understand the needs of my audience
- I can brainstorm ideas
- I can cite sources
- I can write first drafts
- I can proofread for errors in grammar, usage, and mechanics

Gathering Evidence

Skills:

- I can perform varied search types and procedures
- I can identify the qualities of authoritative sources
- I can understand techniques for assessing the usefulness of sources
- I can integrate cited information seamlessly into original writing to maintain flow of ideas

Informative Explanatory Writing

Skills:

- I can identify qualities of informative/explanatory pieces
- I can examine topics by selecting, organizing, and analyzing relevant content
- I can write informative/explanatory pieces with a predictable structure (introduce topic, develop topic with well-chosen, relevant, and sufficient facts, conclusion)
- I can employ facts, definitions, concrete details, quotations, examples, and other information to develop topics
- I can employ appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts
- I can include precise language and domain-specific vocabulary in informative/explanatory pieces

Argument Writing

Skills:

- I can make a claim
- I can select evidence to support the claim
- I can write an argument to support the claim
- I can write with a predictable structure
- I can identify counterclaims

Billings Public Schools English Language Arts
Grade 9 Core Requirements

WRITING STANDARDS GRADE 9

Semester One

- Write routinely over shorter time frames to impress specific writing skills, practice text-based analysis, and/or improve college-career readiness
- Write a multi-paragraph argumentative paper incorporating planning and revising/gathering evidence
- Write timed writing responses in preparation for standardized testing

Semester Two

- Write routinely over shorter time frames to impress specific writing skills, practice text-based analysis, and/or improve college-career readiness
- Write a multi-paragraph technical piece (See [Writing That Works: A Teacher's Guide to Technical Writing](#) and at bit.ly/TechWritingIdeas)
- Write timed writing responses (district writing assessment)
- Write an evidence-based, multi-paragraph informative/explanatory paper incorporating planning and revising/gathering evidence

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Grade 9 Core Requirements

READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXTS GRADE 9

Semester One

Required Reading:

Collection 1: Conversation

Collection 2: Writing

Collection 3: Reading

Collection 4: Sources

To Kill a Mockingbird

Grade-level approved Indian Education for All text(s) or anthology selection(s)

Selections from the following:

Collection 5: Fiction (*workshop 1-Essential Elements of Fiction*)

Collection 6: Argument

Additional Reading Selections:

Grade-level approved novels and texts from the School District 2 Literature List

https://docs.google.com/document/d/1MJ6hZ2mTlj8i2PoAX05ASKq8btz_dTEsL7mitqqHZFQ/e/dit?usp=sharing

Semester Two

Required Reading:

Review Collection 4: Sources

Collection 10: Drama (*Romeo and Juliet*)

Selections from the following:

Collection 7: Poetry

Collection 8: Expository

Collection 11: Mythology

Additional Reading Selections:

Collection 9: Narration

Grade-level approved novels and texts from the School District 2 Literature List

https://docs.google.com/document/d/1MJ6hZ2mTlj8i2PoAX05ASKq8btz_dTEsL7mitqqHZFQ/e/dit?usp=sharing

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Grade 9 Core Requirements

LANGUAGE STANDARDS GRADE 9

Semester One

- Study vocabulary for context, reference, and academic understanding
- Apply standard English grammar and conventions
- Write and edit work to conform to the guidelines in a style manual (e.g. MLA)
- Review figures of speech
- Review parts of speech
 - adjective and adverb
 - misplaced and dangling modifiers
 - pronouns (identification, person, and number)
- Use of parallel structure
- Review capitalization

Semester Two

- Study vocabulary for context, reference, and academic understanding
- Apply standard English grammar and conventions
- Write and edit work to conform to the guidelines in a style manual (e.g. MLA)
- Use semicolons and colons
- Study active and passive voice
- Study comma splices and run-on sentences
- Study pronoun-antecedent agreement
- Study fragments
- Study verb (form, tense, and agreement)

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Grade 9 Core Requirements

SPEAKING AND LISTENING STANDARDS GRADE 9

Semester One

- Participate in small and large group discussions
 - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others
- Use multiple types of information (e.g. audio-visual, textual, photographic, etc.)
- Evaluate a speech (e.g. TED Talks, "Gettysburg Address," etc.) for concepts such as tone, audience, point of view, credibility, logical fallacies, evidence distortion, etc.

Semester Two

- Participate in small and large group discussions
 - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
 - Respond thoughtfully to diverse perspectives and actively incorporate others
- Use multiple types of information (e.g. audio-visual, textual, photographic, etc.)
- Evaluate a speech (e.g. TED Talks, "Gettysburg Address," etc.) for concepts such as tone, audience, point of view, credibility, logical fallacies, evidence distortion, etc.
- Present research using digital media to enhance and add interest (using technical writing skills)