

Grade 9 ▶

Unit One

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Informative Report
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILLS

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Tools vs. Clarity
Transitions
Verbs to Nouns

GENRE FOCUS

Expository: Informative Report

NOTES

As the first one of the year, this unit emphasizes several revision skills that have been practiced in previous grade levels. The new element appears in the genre objective as students are expected to begin writing with an emerging author's voice.

Voice is an abstract concept, and that increases the difficulty of the developmental step students are asked to make in report writing at this grade level. Author's or writer's voice is the term used to describe the distinct characteristics revealed in a text or collection of writings. It can be likened to two pianists who may play the same piece of music but phrase, emote, and emphasize differently throughout a performance. Similarly, an author's voice often emerges from a unique mix of elements, such as word choice, phrasing, literary tool usage, sentence structuring, and even punctuation.

Encourage students to experiment with these elements as they revise their writing. For example, identify a sentence and challenge a student to convey the same idea in four different ways. Encourage the students not

to just rephrase these sentences, but to play with literary tools, punctuation, structuring, and other elements as they re-articulate the idea. Such play has been shown by research to often promote discovery learning, which is often the pathway to recognizing one's own emerging voice.

PATTERN STATEMENT

Seemingly small choices can influence outcomes

ADDITIONAL NOTES

The pattern, *Seemingly small choices can influence outcomes*, can be illustrated by engaging students in the "unscrupulous diner's dilemma." (Yes, this is an actual scenario. It is discussed in game theory. Do an internet search for specifics, if interested.) Divide the class into groups of 4-6 students each. Display a menu and list of prices for students to see. For example:

- turkey sandwich.....\$8.00
- field greens & seasonal fruit salad.....\$11.00
- chicken Parmigiana.....\$17.00
- 8 oz. sirloin steak.....\$20.00
- shrimp & lobster.....\$26.00
- 12 oz. prime rib.....\$28.00

Tell the students that their beverages and side dishes are included in the listed prices. Have them imagine that they each have \$30.00 total to spend for an imaginary evening with friends. They can choose to spend as much as they want for dinner, but their choices will influence how much money they have for other activities throughout the evening. Explain that, rather than each individual paying for their own meals, the group has decided to split the total bill evenly. Do not allow the

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groups to discuss their orders. Have each student write an order and its price on an index card. Collect the cards. Repeat with the following change to the scenario: tell the students that this time each individual will be paying for his/her own meal. The group will not be splitting the tab evenly. Do not allow the groups to discuss their orders. Have each student write an order and its price on an index card. Collect the cards. Display the prices for each group's choices in the first scenario. Add the prices and average them. Do the same for the second scenario and display both so that the average amount each individual would pay in both scenarios can be seen. (Most likely, the average for the first scenario will be higher than the average for the second.) Share some general observations about the results (EX-ex). Have the students consider the contrast and respond to the following questions:

- Were the results for your group different? If so, how were they different?
- How did your thinking during the second scenario differ from your thinking during the first scenario?
- Why do you think your thinking changed?
- What you order for dinner seems like a small decision. How did this small decision affect the outcome in each scenario?
- What is the relationship between small decisions and outcomes? (EX-co)

Use questioning to guide students to the pattern statement, *Seemingly small choices can influence outcomes* (EX-el). Engage the students in identifying other illustrations of the pattern, especially examples from their own experiences (EX-ap).

REVISION SKILLS

DEFINITIONS			
Objective		Checklist	
<p>Student independently identifies terms that may not be familiar to the intended audience and adds clarifying definitional components:</p> <ol style="list-style-type: none"> 1. A reference to the larger class of things to which the defined object belongs 2. An explanation of how the thing defined differs from other members of the larger class 3. An illustration" (Hart, 2006, p. 120). [e.g., A wallaby "is 1) a kangaroo that's 2) generally smaller than the large gray and red kangaroos most Americans think of when they imagine kangaroos, and that 3) most wallabies stand about as tall as a fire hydrant" (Hart, p. 120-121)]. 		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft to identify any terms that may not be familiar to your intended audience. <input type="checkbox"/> Develop definitions for each term. <input type="checkbox"/> Try including the definitions in the manuscript. If they clarify your meaning without distraction, keep them. <input type="checkbox"/> If the definitions cause a distraction, consider revising the draft by using more familiar terms that do not need to be defined for the reader. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features most effective word choice for the given audience. ▶ Writing introduces at least two new terms relevant to the topic and defines these terms thoroughly, with all the recommended elements: 1) a reference to the larger class of things to which the defined object belongs, 2) an explanation of how the thing defined differs from other members of the larger class, 3) an illustration. ▶ The definitions fit naturally into the text and do not interrupt the writing's flow. ▶ Additional revisions may improve some elements, but issues of word choice and defining new terms have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features most effective word choice for the given audience. ▶ Writing introduces at least two new terms relevant to the topic and defines these terms thoroughly, with all the recommended elements: 1) a reference to the larger class of things to which the defined object belongs, 2) an explanation of how the thing defined differs from other members of the larger class, 3) an illustration. ▶ Though the definitions are thorough, the break the writing's flow and seem forced into the text. ▶ Additional revisions could strengthen the writing by better integrating the definitions into the text's flow. 	<ul style="list-style-type: none"> ▶ Writing features effective word choice for the intended audience. ▶ Writing introduces at least one new term relevant to the topic and defines the term with two of three recommended elements: 1) a reference to the larger class of things to which the defined object belongs, 2) an explanation of how the thing defined differs from other members of the larger class, 3) an illustration. ▶ Additional revision could strengthen writing by adding the missing elements to defined terms. 	<ul style="list-style-type: none"> ▶ Writing features several examples of ineffective word choice—either too simple or too complex—for the given audience. ▶ Additional revision could strengthen writing by reducing simplistic and/or unclear words, or by adding thorough, clarifying definitions for unfamiliar terms. In general, making choosing words more appropriate for the intended audience.

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SENTENCE VARIETY

Objective		Checklist	
<p>Student independently evaluates draft for sentence length and type variety and makes desirable revisions.</p>		<p><input type="checkbox"/> Read the draft aloud to identify passages that seem to lose momentum.</p> <p><input type="checkbox"/> Review those sections to examine sentence construction.</p> <p><input type="checkbox"/> Revise to vary sentence lengths and/or types.</p> <p><input type="checkbox"/> Continue revising until an oral reading reveals continuous momentum.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features effective sentence variety. The text possesses consistent smoothness and continuous momentum. This is especially evident when the text is read aloud. <p>AND</p> <ul style="list-style-type: none"> ▶ Writing features effective use of sentence variety to emphasize the author's intended message. The writer has used sentence variety for more than just smoothness when the text is read aloud. ▶ Additional revisions may improve some elements, but issues of sentence variety have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features effective sentence variety. The text possesses consistent smoothness and continuous momentum. This is especially evident when the text is read aloud. ▶ Writing features a few missed opportunities for emphasizing the author's meaning through sentence length or variety—e.g., in some places, a short, quick sentence or lengthy, flowing sentence would have emphasized the writer's intended message better than the sentence types or lengths used ▶ Additional revisions could strengthen the writing by using sentence variety more intentionally to emphasize the author's message. 	<ul style="list-style-type: none"> ▶ Writing features obvious attention to sentence variety. Smoothness and momentum of the text are minimally affected by occasional lacks of sentence variety. ▶ Additional revision could strengthen writing by further varying sentence lengths and/or types until consistent smoothness and continuous momentum are evident when the text is read aloud. 	<ul style="list-style-type: none"> ▶ Writing significantly lacks variety in sentence type and length, causing frequent losses of smoothness and momentum when read aloud. ▶ Significant revision could strengthen writing by increasing sentence variety until the text can be read aloud with consistent smoothness and momentum.

TOOLS vs. CLARITY			
Objective		Checklist	
<p>Student independently identifies literary techniques (e.g., alliteration, metaphor, allusion) within a draft, evaluates their usage in relation to clarity (e.g., a metaphor features common enough elements to communicate to the intended audience, alliteration communicates clearly and is not used simply to be used), and revises or justifies leaving the text as is.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft to identify all examples of literary tools, such as alliteration, simile, metaphor, imagery, and onomatopoeia. <input type="checkbox"/> For every example, ask, "Does this tool advance the subject or increase the interestingness of the text?" <input type="checkbox"/> If the tool only increases interestingness, ask, "Does this tool affect the clarity of my intended meaning?" If so, restructure the passage to eliminate the tool, even if you really like it. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features only effective literary tools that advance subject and/or promote clarity for the reader, <p>AND</p> <ul style="list-style-type: none"> ▶ The literary tools are integrated into the text so that the reader's attention stays on the author's message rather than how it is communicated. ▶ Additional revisions may improve some elements, but issues tools and clarity have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features only effective literary tools that advance subject and/or promote clarity for the reader. ▶ While effective, at least one literary tool stands out from the surrounding text and creates a distraction for the reader. The tool draws attention to itself rather than keeping the reader's focus on the author's fuller meaning. ▶ Additional revisions could strengthen the writing by more naturally integrating the literary tools so that the reader's focus stays on the author's message rather than how it is communicated. 	<ul style="list-style-type: none"> ▶ Writing features few (2-3) ineffective literary tools that do not advance the subject and/or promote clarity for the reader. ▶ Additional revision could strengthen writing by reducing literary tools that do not advance the subject and promote clarity. 	<ul style="list-style-type: none"> ▶ Writing features ineffective literary tools that do not advance the subject nor promote clarity for the reader. ▶ Significant revision could strengthen writing by reducing literary tools that do not advance the subject and promote clarity.

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TRANSITIONS			
Objective		Checklist	
<p>Student independently reviews the last lines of a preceding paragraph and the first lines of a subsequent paragraph, checking for logical and flowing transitions and making necessary revisions to establish such transitions.</p>		<p><input type="checkbox"/> Read the draft sentence by sentence, focusing on the flow (or lack of it) from one to the next. Do the same with paragraphs and sections. If transitions are rough, try one of the following:</p> <ul style="list-style-type: none"> repeat a word from a previous sentence in the next sentence to establish a continuity of thought use a signal word—e.g., later, meanwhile, after rework the sentence/paragraph/section to base the transitions on an obvious “thread,” such as chronology (i.e., an obvious thread frees the writer from being too concerned with transitions) 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> Writing clearly, smoothly, and naturally connects all ideas and sections. The writer's intended message is never lost due to missing or awkward transitions. Additional revision may improve other aspects of the writing. 	<ul style="list-style-type: none"> Writing clearly connects all ideas and sections. Some transitions, while connecting ideas, seem unnatural or forced—as if the writer added the transition without maintaining the flow or tone of the surrounding text. Additional revision may improve transitions and give the writing a consistent and natural flow. 	<ul style="list-style-type: none"> Writing clearly connects most of its ideas. Only a few examples of missing transitions jolt the reader or fail to connect the writer's thoughts. Additional revision could improve the writing's clarity and flow by improving or adding transitions. 	<ul style="list-style-type: none"> Writing suggests little attention given to transitions. In many places, the writer's intended meaning becomes unclear because the ideas are not connected. Additional revision could significantly improve the writing's transitions.

VERBS TO NOUNS			
Objective		Checklist	
<p>Student independently identifies sentences with words normally used as verbs changed into nouns that require additional, weakening words, such as: <i>do a study of...</i>, <i>make progress toward...</i>, and <i>the making of...</i>. The student revises the sentences by converting the nouns into verbs: <i>study</i>, <i>progress</i>, <i>make</i>. e.g., (<i>The team conducted a study of...</i> revised to <i>The team studied...</i>).</p>		<input type="checkbox"/> Read the draft to identify nouns formed with a suffix. <input type="checkbox"/> Identify the verb from which the noun was formed (e.g., action formed from act). <input type="checkbox"/> Revise the sentence by using the verb form. If the meaning stays the same, consider keeping the revision.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no sentences, paragraphs, or sections with words normally used as verbs changed into nouns that require additional, weakening words. ▶ Additional revisions may improve some elements, but issues of verbs changed into nouns have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features almost no (1-2) examples of words normally used as verbs changed into nouns that require additional, weakening words within sentences, paragraphs, or sections. ▶ Additional revisions could strengthen writing by eliminating words normally used as verbs changed into nouns and replacing them with strong verbs. 	<ul style="list-style-type: none"> ▶ Writing features few examples (3-4) of words normally used as verbs changed into nouns that require additional, weakening words within sentences, paragraphs, or sections. ▶ Additional revisions could strengthen writing by further reducing the number of words normally used as verbs changed into nouns and replacing them with strong verbs. 	<ul style="list-style-type: none"> ▶ Writing features several examples (5 or more) of words normally used as verbs changed into nouns that require additional, weakening words within sentences, paragraphs, or sections. ▶ Significant revisions could strengthen writing by reducing the number of verbs used as nouns and replacing them with strong verbs.



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EXPOSITORY: Informative Report			
Definition		Objective	
Provides an objective and thorough summary of some topic. Coverage, while complete, is often more general than specific in nature with only enough detail to validate a fact.		With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic) that reveals an emerging author's voice.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long, based on content gathered from three or more resources. ▶ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▶ All borrowed content is correctly attributed. ▶ Writing shows consistent evidence of an emerging author's voice. The writing sounds more like the author speaking than quoted material from references. The reader can sense some of the writer's personality and communication style through the writing. ▶ Additional revisions may minimally improve the report. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long, based on content gathered from three or more resources. ▶ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▶ All borrowed content is correctly attributed. ▶ Writing shows significant evidence of an emerging author's voice. Throughout most of the text the writing sounds more like the author speaking than quoted material from references. Though the author's voice occasionally gets lost, the reader gets an overall sense of the writer's personality and communication style through the writing. ▶ Additional development or revision may improve consistency in the author's voice. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long, based on content gathered from three or more resources. ▶ Report reads like a list of facts. Writing lacks flow and connections between ideas <p>AND/OR</p> <p>Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution.</p> <ul style="list-style-type: none"> ▶ Writing shows scattered evidence of an emerging author's voice. Though inconsistent, the text reveals growth in the writer's ability to communicate with a personal style. The text sounds more like the author speaking than quoted material from references. ▶ Additional development or revision could significantly improve the report's flow, accuracy in attribution, and/or consistency in the author's voice. 	<p>Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) informative report, at least five paragraphs long</p> <p>AND/OR</p> <p>Lacks material based on content gathered from three or more resources.</p> <p>Additional development or revision could significantly improve the report's content and/or credibility (i.e., include more references).</p>

PRACTICE TEXT

Running seems simple. With just a pair of sneakers, anyone can head out the door. Anyone can run as far as the allowance of muscle and breath permit. Many people do just that. Running USA estimates that between 11 and 16 million people ran at least twice a week during 2007. All they needed were the athletic shoes they had in their closets, determination, and whatever endurance they could muster. Simple, right?

The beginning runner faces important equipment decisions. The beginning runner must make careful shoe choices. While the novice may be thinking brand names and colors, the real factors are not how the shoes look. Choosing the right shoe begins with an examination of even more basic equipment: the runner's feet. Feet pronate, and their pronation has implications for the shoe that will work best for individual runners.

In a runner with normal pronation, the foot rolls inward 15% or less after the heel strikes the ground during a step. In an overpronator, the heel rolls inward more than that and makes the ankle work harder to stabilize the body. An overpronator's foot absorbs little of the shock the foot sustains during sprinting, and without the right shoe, the body is forced to absorb most of it. This can lead to serious injuries, such as shin splints and plantar fasciitis. Overpronation also affects the foot at the end of a step. Instead of pushing evenly off the foot, an overpronator pushes off with the big and second toes only, creating the conditions for possible strain. However, when running shoes are well matched to a runner's pronation type feet, the step cycle "happens smoothly and naturally."

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

Running seems simple. With just a pair of sneakers, anyone can head out the door and run as far as muscle and breath allow. Apparently many people do just that. Running USA estimates that between 11 and 16 million people ran at least twice a week during 2007 (Lamppa, Table 1). All they needed were the athletic shoes they had in their closets, determination, and whatever endurance they could muster. Simple, right?

Actually, the equipment needed for running is more complex than it appears. The beginning runner faces important equipment decisions, especially when choosing shoes. While the novice may be thinking brand names and colors, the real factors are not how the shoes look. Choosing the right shoe begins with examining even more basic equipment: the runner's feet. Feet pronate. Pronation is the movement and roll of the foot as it hits the ground and completes a step sequence, from heel strike to midstep to toe-off (Super, pars. 3-5). It has major implications for choosing the shoe that will work best for individual runners.



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In a runner with normal pronation, the foot rolls inward 15% or less after the heel strikes the ground during a step. In an overpronator, the heel rolls inward more than that and makes the ankle work harder to stabilize the body. An overpronator's foot absorbs little of the shock the foot receives during running, and without the right shoe, the body is forced to absorb most of it. This can lead to serious injuries, such as shin splints (painful stress of muscles in the shin) and plantar fasciitis (painful inflammation of the foot) (Walden, par. 1). Overpronation also affects the foot at the end of a step. Instead of pushing evenly off the foot, an overpronator pushes off with the big and second toes only, creating the conditions for possible strain (Rodale, par. 3). However, when running shoes are well matched to a runner's pronation type, the step cycle "happens smoothly and naturally" (Super, par. 6).

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