

# Grade 9 ▶

## Unit Two

### PRE-INSTRUCTION CHECKLIST

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

### REVISION SKILLS

Authenticity  
Patterns and Breaks

### GENRE FOCUS

Expository: Persuasive

### NOTES

Message and tone combine for powerful communication, especially when the communicator and the communication exemplify honesty. Readers long for a writer with an authentic voice and message, and when they experience both they are often changed in profound ways. In a world where hypocrisy seems accepted and even expected, integrity stands out and possesses an inherent persuasive power.

No rubric for the skill of using patterns and breaks is included. While patterns and breaks is an effective tool, especially in persuasion, it is not appropriate for every essay. Teach the skill well and encourage students to consider using it, but do not insist on its use within the student essays. Some students will include it just to fulfill the requirement, and that will negatively affect the authenticity of their writing.

### PATTERN STATEMENT

*Truth and tone empower persuasion*

### ADDITIONAL NOTES

The pattern, *Truth and tone empower persuasion*, can be illustrated by showing students a few poorly made

television commercials and then portions of Martin Luther King Jr.'s *I Have a Dream* speech. If possible, distribute short text sections of other well-crafted persuasive speeches (EX-ex).

Then engage the students in discussing the following (EX-co):

- Describe the commercials we saw. Why did they generally fail to persuade us of anything?
- Describe the *I Have a Dream* speech. What made and still makes this speech persuasive?
- Contrast the commercials with the effective speeches. What are the critical differences between them? Does the message change with the delivery—e.g., something said with conviction vs. something said sarcastically?
- How does the tone, the relationship of the message and the messenger, influence how persuasive something is?
- What can we say about these differences and persuasion?

Continue to use questioning to guide students to recognize the pattern: *Truth and tone empower persuasion* (EX-el). Then ask the students to identify other examples (or non-examples) of effective persuasion their own experience. Encourage them to identify what was true in each example and the tone used to deliver the message (EX-ap).

9

grade

unit  
**TWO**

REVISION  
SKILLS

Authenticity



Patterns and  
Breaks



GENRE

Expository:  
Persuasive

## REVISION SKILLS

AUTHENTICITY			
Objective		Checklist	
<p>With teacher prompting and support, student reviews the voice represented in a draft by reading the piece aloud and evaluating how much it sounds like the author's own voice—i.e., how closely the written work sounds like the author's own way of speaking. Desirable revisions are made.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Read your writing aloud. Does it sound enough like you to make the reader hear your voice?</li> <li><input type="checkbox"/> Examine your word choice. Do any of the words communicate at a higher or lower level than is normal for you? If so, reevaluate their use.</li> <li><input type="checkbox"/> Are the communicator's motives and desires clear?</li> <li><input type="checkbox"/> Would the author (you), considering background, motives, desires, and other relevant influences, say that? in that way?</li> </ul>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice,</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>▶ Writing features authenticity within paragraphs or sections.</li> <li>▶ Additional revisions may improve some elements, but issues of authenticity have been effectively addressed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice.</li> <li>▶ Writing features few (2 or fewer) examples of paragraphs or sections that do not present authenticity.</li> <li>▶ Additional revisions could strengthen the writing by revising sections or paragraphs that lack authenticity.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice.</li> <li>▶ Additional revisions could strengthen the writing by revising sections or paragraphs that lack authenticity.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features word choice and sentences that lack authenticity and does not fit the author's voice.</li> <li>▶ Significant revision could strengthen writing by eliminating and revising sections of paragraphs that lack authenticity.</li> </ul>

## PATTERNS and BREAKS

Objective	Checklist
<p>With teacher prompting and support, student identifies places within a draft that could be strengthened by structuring text into a pattern that is later broken for emphasis and revises the draft by adding such text (e.g., the pattern "So let freedom ring from the <i>prodigious hilltops</i> of New Hampshire... from the <i>mighty mountains</i> of New York...from the <i>heightening Alleghenies</i> of Pennsylvania..." is broken by "from <i>Stone Mountain</i> of Georgia...from <i>Lookout Mountain</i> of Tennessee...from every <i>hill and molehill</i> of Mississippi..." The general becomes specific as Dr. Martin Luther King Jr. moves into the southern US, and the two-word descriptions and place names become "every hill and molehill." The pattern provides the text with power, but breaking it increases that power.).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the draft to identify points where a text pattern could be effective.</li> <li><input type="checkbox"/> Try revising the passages to include a text pattern—and break the pattern if it directs attention to critical concepts.</li> <li><input type="checkbox"/> If the revised passage works when you read the section aloud, consider keeping it. If it sticks out as a drastic stylistic departure, return to the original text.</li> </ul>

## GENRE

EXPOSITORY: Persuasive			
Definition		Objective	
Presents an argument for the reader to accept the writer's premise or to take specific action. Examines an issue for the purpose of convincing the reader. While objective, persuasive writing is overtly biased; however, factual accuracy is still an important element		With teacher prompting and support, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position or take specific action, detailing multiple reasonable rationale statements in separate paragraphs, utilizing multiple forms of rationale (e.g., comparison and contrast, narrative, cause and effect explanation), and including a synthesis of the rationale to make a concluding argument to the reader.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified) and coherent (clear and logical) persuasive essay, at least five paragraphs long based on content gathered from three or more resources.</li> <li>▶ Essay flows, detailing multiple forms of rationale and including a synthesis of the rationale to make a concluding argument to the reader. It makes the reader think.</li> <li>▶ Essay not only presents the writer's viewpoint but also effectively addresses the most likely counter arguments an opposing viewpoint may offer.</li> <li>▶ Additional revisions may minimally improve the essay.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified) and coherent (clear and logical) persuasive essay, at least five paragraphs long based on content gathered from three or more resources.</li> <li>▶ Essay flows, detailing multiple forms of rationale and including a synthesis of the rationale to make a concluding argument to the reader. It makes the reader think.</li> <li>▶ Additional development or revision may increase the essay's effectiveness by addressing likely arguments offered by an opposing perspective.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) persuasive essay, at least five paragraphs long based on content gathered from three or more resources.</li> <li>▶ Essay reads like a list of facts and reasons. It lacks flow and fails to make a convincing case for a reader to accept an opinion or position or take a specific action.</li> <li>▶ Additional development or revision could significantly improve the essay's flow and strengthen its effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive (unified) and coherent (clear and logical) persuasive essay, at least five paragraphs long, AND/OR</li> <li>▶ Lacks material based on content gathered from three or more resources.</li> <li>▶ Additional development or revision could significantly improve the essay's content and/or credibility (i.e., use or cite more references).</li> </ul>

9  
gradeunit  
**TWO**REVISION  
SKILLS

Authenticity

Patterns and  
Breaks

GENRE

Expository:  
Persuasive

9

grade

unit  
**TWO**REVISION  
SKILLS

Authenticity

Patterns and  
Breaks

GENRE

Expository:  
Persuasive**PRACTICE TEXT**

Navigating in the professional business world these days can be a struggle, especially if you can't maneuver on the internet. Marketers are unearthing a burgeoning population of people who buy things who read stuff, ponder things, and purchase paraphernalia online. In fact a new poll indicates that consumers between the ages of 18 and 27 spend about fifteen hours a week locating and reading information online while only giving printed sources about 1-2 hours of quality time each week. The future of business belongs to internet intelligentsia. Internet expertise will likely empower career success.

The internet vrooms into homes, schools, and offices, connecting people to information, and it connects people to potential purchases. Through social networks, the world wide web connects people to other people. Online social networks allow users to create a profile, describe interests, post pictures, and point others to interesting information. By enabling people with similar interests to find each other, online social networks encourage back and forth chitchat and working with other dudes like a team, two valued skills in today's tech-driven business world.

Online competition illustrates rocking interaction. In seconds competitors living on different continents can struggle in a chess match, match wits in analyzing and drawing conclusions from crime scenes, or battle for the throne of an fantastic sci-fi world. Let the games begin! Gentler "competitions" also occur through social networking. Mortals can debate current issues without dissing others, complete with links to references that support their viewpoints. For those seeking the excitement of competition or the challenge of discussion, online social networks offer almost unlimited possibilities.

While these activities hold potential adrenaline rushes, online social networking also facilitates collaboration...

**A POSSIBLE REVISION**

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

Navigating in the professional business world these days can be a struggle, especially if you can't maneuver on the internet. Marketers are finding a growing population of consumers who read, ponder, and purchase online. In fact a new poll indicates that consumers between the ages of 18 and 27 spend about 15 hours a week locating and reading information online while only giving printed sources about 1-2 hours of quality time each week. The future of business belongs to savvy, in tune, and capable online users. Internet expertise will likely empower career success.

The internet speeds into homes, schools, and offices, connecting people to information, people to potential purchases, and, through social networks, people to each other. Online social networks allow users to create a profile, describe interests, post pictures, and point

others to interesting information. By enabling people with similar interests to find each other, online social networks encourage interaction and collaboration, two valued skills in today's tech-driven business world.

Online competition illustrates one type of online interaction. In seconds competitors living on different continents can struggle in a chess match, match wits in analyzing and drawing conclusions from crime scenes, or battle for the throne of an fantastic sci-fi world. Let the games begin! Gentler “competitions” also occur through social networking. Participants can engage in respectful debates of current issues, complete with links to references that support their viewpoints. For those seeking the excitement of competition or the challenge of discussion, online social networks offer almost unlimited possibilities.

While these activities hold potential adrenaline rushes, online social networking also facilitates collaboration...



9  
grade

unit  
**TWO**

REVISION  
SKILLS

Authenticity



Patterns and  
Breaks



GENRE

Expository:  
Persuasive