

9th-10th Grade Academic Content Standards for English Language Arts

Standard: Reading Applications: Informational, Technical and Persuasive Text

	Grade Level Indicator	Implementation Plan
	1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	<ul style="list-style-type: none"> • Teach Aristotle's three appeals (to reason, emotion and authority/qualifications) and rhetorical situation analysis (speaker/writer, message, audience, purpose). • Analyze short prose passages for these rhetorical features. • Discuss authorial purpose in context of rhetorical situation. • Resource: use VL exercises (for syntax, diction, tone, details).
	2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	<ul style="list-style-type: none"> • Done with research paper. • Examine several different arguments on single topic to critique different approaches to treatment, scope and organization.
	3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	<ul style="list-style-type: none"> • Review samples of such materials, with rubric for clarity, flow and visual appeal.
	4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	<ul style="list-style-type: none"> • Do "Details" exercises in VL. • Teach propaganda techniques. • Resource: Standards Implementation, grade 8, Indicator 10, for propaganda techniques. • Show examples of bias and stereotypes in journalism and political discourse.

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	<p>5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.</p>	<ul style="list-style-type: none"> • In discussion, ask for explanation of assumptions and supporting evidence from texts. • Incorporate questions on writer's perspective, viewpoint, beliefs into tests and quizzes. • Assumptions and beliefs can be explained in terms of historical context and other art forms. • In American literature, explain periods and movements (Native American, Puritanism, Enlightenment, Revolutionary period, American Renaissance, Abolitionism and other reform movements, Local Color, Realism, Naturalism, Modernism, African-American experience and Harlem Renaissance, Postmodernism, Contemporary, etc.), with reference to exemplary authors and texts, and show how prevailing perspectives or viewpoints are embodied in literary works. Authors who reveal prevailing perspectives and attitudes might include: Native American (Cochise, Charlot, Chief Seattle, Wovoka, Black Elk, Louise Erdrich, M. Scott Momaday), Puritan (Bradford, Morton, Winthrop, Mather, Bradstreet, Wigglesworth), Enlightenment (Edwards, de Crevecoeur, Jefferson, Franklin, Bartram), Revolutionary (J. Adams, Jefferson, Madison, Paine, Wheatley), American Renaissance (Irving, Cooper, Bryant, Emerson, Thoreau, Fuller, Alcott, Poe, Melville, Hawthorne, Dickinson, Whitman), Abolitionism and Feminism (Lincoln, Douglass, Stowe, Gilman), Local Color (Jewett, Freeman), Realism (R. Harding Davis, Chopin, Twain, Howells, James, H. Adams), Naturalism (Crane, Dreiser, Norris, London), Modernism (Stein, Anderson, Robinson, A. Lowell, Frost, Sandburg, Stevens, W. C. Williams, Pound, Moore, Eliot, Porter, Hemingway, Faulkner, Fitzgerald, Dos Passos, Steinbeck, Thurber, Parker, Cummings, O'Neill), African-American/Harlem Renaissance (B. T. Washington, DuBois, Dunbar, McKay, Hurston, Toomer, Wright, Cullen, Hughes, Ellison, Baldwin, Malcolm X, King, Morrison, Walker, Brooks, Angelou), Postmodernism (Coover, Pynchon), Contemporary (Welty, T. Williams, Cheever, Bellow, Vonnegut, O'Connor, Miller, Heller, Carver, Oates, Kingston, Dillard, Le Guin, Rodriguez, O'Brien, Kingston, Cisneros, Bishop, R. P. Warren, R. Lowell, Wilbur, Jeffers, Soto, W. Berry, Ammons, Ashberry, Merrill, Ginsberg, Kinnell, A. Rich, Snyder, Plath, Oliver, Pinsky, Rita Dove, et al.).
	<p>6. Identify appeals to authority, reason and emotion.</p>	<ul style="list-style-type: none"> • Teach rhetorical situation and Aristotle's three appeals. • Read and discuss transcribed speeches and laws/declarations, with particular attention to rhetorical situation and strategies.

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	7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., jog-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<ul style="list-style-type: none">• Look at and analyze samples of each type for the effectiveness of features.• Read and discuss marketing brochures. Teach marketing communications method and organization: teaser – benefits – features – call to action• Assign the making of a tri-fold brochure for an imaginary or real product or service. Use computer lab instruction to teach how to develop brochure format.
	8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<ul style="list-style-type: none">• Teach elements of rhetorical situation, practice different kinds of appeals and rhetorical devices.• Assign editorials and speeches for reading and discussion.• Practice describing rhetorical features.• Resource: King, "I Have a Dream" speech with colored passages identifying rhetorical devices.