

# Grade 9

## Unit Five

### PRE-INSTRUCTION CHECKLIST

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

### REVISION SKILLS

Idea Redundancy  
Perspective

### GENRE FOCUS

Expository: Literary Analysis

### NOTES

Critiquing life can be an exciting yet bumpy road. When dealing with literature, a writer must claim his or her position and then stick to the correct style for the needed genre. So, assumptions can be made from evidence, or what writers think is evidence. At times writers will quote just to quote or use an author's text way out of context. Learning what evidence is appropriate is based on your intended perspective, integrity, and an understanding of how to place ideas in an analysis. Jack Hart, from *A Writer's Coach*, acknowledges this challenge as he quotes William Zinsser, "Play with the quotes by all means", says Zinsser, "selecting, rejecting, thinning, transposing their order, saving a good one for the end. Just make sure the play is fair." (Hart 159)

### PATTERN STATEMENT

Criticism is credible with appropriate evidence.

### ADDITIONAL NOTES

The pattern, *Criticism is credible with appropriate evidence*, can be illustrated by showing David Letterman's Great Moments in Presidential Speeches. There are many so just go to Letterman's site or YouTube to find

an appropriate example for your class. There you will find short clips of how the Late Show takes George W. Bush's quotes out of context and clearly does not play fair. Your students will not only recognize the pattern but will also find humor in the clip. Ask students if the quotes are accurate. If they believe that Letterman is a reliable source for what Bush really thinks, be sure to inform your students that the Late show is not a legitimate source. Ask students where else this sort of misinformation happens. Discuss how credibility is shot when attempting to criticize without evidence. Guide the students to recognize the pattern, *Criticism is credible with appropriate evidence*.

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**REVISION SKILLS**

IDEA REDUNDANCY			
Objective		Checklist	
<p>With teacher prompting and support, student reviews the perspective represented by a draft (e.g., character's perspective or first person, reporter's perspective, participant-reporter perspective), evaluates the perspective taken in relation to the intended message, and revises the draft if a change in perspective could strengthen the writing.</p>		<p><input type="checkbox"/> Read each paragraph and section to identify ideas communicated more than once. Revise to eliminate the redundancy.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features no sentences with repeated words or ideas,</li> <li>AND</li> <li>Writing features no examples of redundancy or repeated ideas within paragraphs or sections.</li> <li>▶ Additional revisions may improve some elements but issues of repetition and redundancy have been effectively addressed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no sentences with repeated words or ideas.</li> <li>▶ Writing features few (two or fewer) examples of redundancy or repeated ideas within paragraphs or sections.</li> <li>▶ Additional revisions could strengthen the writing by further reducing redundancy (repetition of ideas) within paragraphs or sections.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features no sentences with repeated words or ideas.</li> <li>▶ Additional revision could strengthen writing by reducing redundancy (repetition of ideas) within paragraphs or sections.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features sentences with repeated words or ideas.</li> <li>▶ Significant revision could strengthen writing by eliminating repetition within sentences.</li> </ul>



PERSPECTIVE			
Objective		Checklist	
<p>With teacher prompting, student identifies scattered occurrences of the same idea throughout a draft and revises the piece so the ideas appear together or so that repeated ideas are deleted.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the draft to identify and label the perspective taken by the author.</li> <li><input type="checkbox"/> Brainstorm alternate perspectives: From what other viewpoint could the author write about the same topic?</li> <li><input type="checkbox"/> Rephrase a small portion of the draft to reflect an alternate perspective. If the alternate perspective works better, revise the draft to reflect it.</li> <li><input type="checkbox"/> Read the draft to check for consistency in perspective.</li> </ul>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing features most effective perspective for the intended message within sentences,</li> </ul> <p style="text-align: center;">AND</p> <p>Writing features most effective perspective for the intended message within sections or paragraphs.</p> <ul style="list-style-type: none"> <li>▶ Additional revisions may improve some elements but issues of perspective have been effectively addressed</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features most effective perspective for the intended message within sentences.</li> <li>▶ Writing features few (two or fewer) examples of ineffective perspective for the intended message within sections or paragraphs.</li> <li>▶ Additional revisions could strengthen the writing by further reducing ineffective perspective for the intended message within sections or paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features most effective perspective for the intended message within sentences.</li> <li>▶ Additional revision could strengthen writing by reducing ineffective perspective for the intended message within sections or paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing features ineffective perspective for the intended message within sentences.</li> <li>▶ Significant revision could strengthen writing by eliminating and/or revising ineffective perspective for the intended message within sections or paragraphs.</li> </ul>

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Perspective



GENRE

Expository:  
Literary  
Analysis

**GENRE**

EXPOSITORY: LITERARY ANALYSIS	
Definition	Objective
<p>Presents a thesis or argument regarding a work of literature or an author's collected works and supported by evidence from the text(s). For example, a writer may present a thesis regarding an author's use of symbolism within a specific work—e.g., <i>Laner's use of snow in <u>Blizzard Warning</u> represents the protagonist's methods of dealing with conflict.</i> It is NOT a book report, and any summarizing should only be used to support the writer's thesis. The emphasis is on the literary text—the writing itself, not the typical story elements. The only opinion should be the writer's thoughts regarding the thesis, not "I liked this book because..."</p>	<p>With teacher prompting and support, student writes a cohesive and coherent literary analysis of an excerpt from a literary text, analyzing aspects such as theme, text structure, and relevant literary elements.</p>
<p>(Rubric next page)</p>	

**EXPOSITORY: LITERARY ANALYSIS**

Rubric

EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another.</li> <li>▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end.</li> <li>▶ All borrowed content is correctly attributed.</li> <li>▶ Additional revision may minimally improve the analysis</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another.</li> <li>▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end.</li> <li>▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end.</li> <li>▶ Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution.</li> <li>▶ Additional development or revision may increase the analysis' accuracy in attribution.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis , examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another.</li> <li>▶ Analysis reads like a list of facts. Writing lacks flow and connection between ideas</li> </ul> <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"> <li>▶ Additional development or revision could significantly improve the analysis' flow and accuracy in attribution.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument ,assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another.</li> </ul> <p>AND/OR</p> <p>Lacks material based on content gathered from three or more resources.</p> <ul style="list-style-type: none"> <li>▶ Additional development or revision could significantly improve the analysis' content and/or credibility (i.e., use more references).</li> </ul>

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## GENRE

Expository:  
Literary  
Analysis