INSTRUCTIONAL MATERIALS ADOPTION

PUBLISHER: Pearson Prentice Hall
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SPECIFIC GRADE: 9
COURSE: Composition and Grammar
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GENERIC EVALUATION CRITERIA
GROUP II–2008-2014

English Language Arts (Composition, Grammar, Handwriting, Journalism and Speech) K-12

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<th>R-E-S-P-O-N-S-E</th>
<th>CRITERIA</th>
<th>NOTES</th>
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<tr>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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I. INTER-ETHNIC
The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).

Multi-ethnic writers are highlighted in a featured called “Writers in Action.” Students are introduced to authors from various cultures and learn about their diverse backgrounds and literary contributions. This recurring feature includes:
- Isabel Allende, p. 33
- Anne McCaffrey, p. 67
- Rosser Reeves, p. 99
- Carl Sagan, p. 113
- Henry David Thoreau, p. 131
- Gene Bryant Johnson, p. 149
- Zora Neale Hurston, p. 163
- Lawrence Chua, p. 181
- William Strunk, Jr., and E. B. White, p. 189
- Booker T. Washington, p. 197
- and Betsy Byers, p. 207

Students are further exposed to multi-ethnic writers through a feature called “Grammar In Literature,” throughout Part 2: Grammar, Usage and Mechanics. The Teacher’s Edition provides additional information through a feature called “More About the Author.” Some of the authors/themes included are:
Also see: Student Works in Progress and Models from literature are used to provide exemplars of writing genres for students as they begin their own papers. These literature models are by writers from a wide variety of backgrounds and deal with diverse themes. Titles include the following:

**Student Work in Progress:**
“Cedar Avenue Recycling: The Rise and Fall of a Family Business” by Sara Holman, pp. 34, 37, 39, 41, 43, 44
### II. EQUAL OPPORTUNITY

The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles, contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).

Multi-ethnic writers are highlighted in a featured called “Writers in Action.” Students are introduced to authors from various cultures and learn about their diverse backgrounds and literary contributions. This recurring feature includes:

- Isabel Allende, p. 33
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Students are further exposed to multi-ethnic writers through a feature called “Grammar In Literature,” throughout Part 2: Grammar, Usage and Mechanics. The Teacher’s Edition provides additional information through a feature called “More...
About the Author.” Some of the authors/themes included are:
“from Silent Spring” by Rachel Carson, p. 223; Teacher’s Edition p. 347
“from The Most Dangerous Game” by Richard Connell, p. 234; Teacher’s Edition p. 362
“from The Interlopers” by Saki, p. 243; Teacher’s Edition p. 371
“from Carry Your Own Skis” by Lian Dolan, p. 249; Teacher’s Edition p. 381
“from First Inaugural Address” by Franklin Delano Roosevelt, p. 259; Teacher’s Edition p. 391
“from “Hope” is the thing with feathers-” by Emily Dickinson, p. 267; Teacher’s Edition p. 403
“from Big Kiss” by Henry Alford, p. 274, 330; Teacher’s Edition p. 410, 476
“from I Wandered Lonely as a Cloud” by William Wordsworth, p. 290; Teacher’s Edition p. 432
“from A Celebration of Grandfathers” by Rudolfo A. Anaya, p. 293; Teacher’s Edition p. 435
“from The Tragedy of Romeo and Juliet, Act V” by William Shakespeare, p. 315, 399; Teacher’s Edition p. 461;
Teacher’s Edition p. 461, 559
“from Invalid’s Story” by Mark Twain, p. 343, 386; Teacher’s Edition p. 493, 542
“from The Man to Send the Rain Clouds” by Leslie Marmon Silko, p. 527
“from The Scarlet Ibis” by James Hurst, p. 414; Teacher’s Edition p. 578
“from If I Forget Thee, Oh Earth…” by Arthur C. Clarke, p. 425; Teacher’s Edition p. 589
“from Libraries Face Sad Chapter” by Pete Hamill, p. 433; Teacher’s Edition p. 601
“from The Washwoman” by Isaac Bashevis Singer, p. 461; Teacher’s Edition p. 639
“from Three Skeleton Key” by George G. Toudouze, p. 484; Teacher’s Edition p. 666

Student Works in Progress and Models from literature are used to provide exemplars of writing genres for students as they begin their own papers. These literature models are by writers from a wide variety of backgrounds and deal with diverse themes. Titles include the following:

Student Work in Progress:
“Cedar Avenue Recycling: The Rise and Fall of a Family}
In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop

A. Learning Skills
Thinking and Problem-Solving Skills.
Information and Communication Skills.
Interpersonal and Self-Direction Skills and use these
21 Century Tools.

B. 21st Century Tools

- Problem-solving tools (such as spreadsheets,
- Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools)
- Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools)
INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, e.g. means “examples of” and i.e. means that “each of” those items must be addressed. Eighty percent of the combined general and specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

GROUP II–2008-2014
English Language Arts (Composition, Grammar, Handwriting, Journalism and Speech) K-12

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<tr>
<th>(Vendor/Publisher) Specific Location of Content Within Product</th>
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<tr>
<td></td>
<td>I=In-depth 80% A=Adequate 80% M=Minimal 60% N=Nonexistent Less than 60%</td>
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For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

A. Multimedia

The Writing and Grammar program, which includes a full textbook with student and teacher’s edition, as well as this handbook edition, includes a full array of technology resources. They include the following:

Interactive Textbook (available online or on CD-ROM) at

1. offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.
provides the same content as the textbook and in addition includes the following:

- In addition, the Prentice Hall Online Essay Scorer provides instant scoring and feedback for Topic Bank assignments in each Writing chapter and can be found at www.pearsonsuccessnet.com

- **Interactive Writing and Grammar Exercises** webcodes throughout the student edition allow students to quickly access online grammar exercises, reviews, writing tools, and tutorials

- **Diagnostic Tests and Scoring Rubrics**

Other multimedia include the
following:

- **Teacher Express CD-ROM** which contains lesson planning software, searchable and printable resources, and integrated teaching calendar for lesson organization.

- **Examview Test Bank CD-ROM** creates customizable tests, worksheets and study guides for print, LAN-based, and Internet-based tests.

- **Writers at Work DVD** which includes in-depth interviews with authors who explain how they incorporate the writing process into their daily lives.

See next standard for
Interactive Textbook (available online or on CD-ROM) provides the same content as the textbook and in addition includes the following:

- **Interactive Writing and Grammar Exercises** webcodes throughout the student edition allow students to quickly access online grammar exercises, reviews, writing tools, and tutorials
- **Diagnostic Tests and Scoring Rubrics**

Links to the Interactive Textbook can be found throughout the text, but for

2. provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.
examples, please see pp. 37, 78, and 323.

For examples of online support, see http://phschool.com/a
tschool/writing_grammar/webcodes/program_page.html and following the links for each level of the program.

In addition, the Prentice Hall Online Essay Scorer provides instant scoring and feedback for Topic Bank assignments in each Writing chapter and can be found at www.pearsonsuccessnet.com.

The Writing and Grammar program, which includes a full textbook with student and teacher’s edition, as well as this handbook edition, includes a full array of technology.

3. integrate technology into the curriculum.
resources. These technology resources include the following:

Interactive Textbook (available online or on CD-ROM) provides the same content as the textbook and in addition includes the following:

- The Prentice Hall Online Essay Scorer, which provides instant scoring and feedback for Topic Bank assignments in each Writing chapter and can be found at www.pearsonsuccessnet.com.

- Interactive Writing and Grammar Exercises webcodes throughout the student edition allow students to quickly access online grammar.
exercises, reviews, writing tools, and tutorials

- **Diagnostic Tests and Scoring Rubrics**

Other multimedia resources that are referenced in the full textbook edition but that may be used with the handbook edition, include the following:

- **Teacher Express CD-ROM** which contains lesson planning software, searchable and printable resources, and integrated teaching calendar for lesson organization

- **Examview Test Bank CD-ROM** creates customizable tests, worksheets and study guides for
print, LAN-based, and Internet-based tests

- **Writers at Work DVD**
  which includes in-depth interviews with authors who explain how they incorporate the writing process into their daily lives

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**B. Scientifically-Based Research Strategies**

1. provide explicit instructional strategies to present varied teaching models including but not limited to: webbing, mapping, Venn diagrams and inverted pyramids.

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The program emphasizes student awareness of a variety of learning strategies. In **Chapter 32: Reading Skills** the first section provides instruction in the use of graphic organizers (pp. 592–593).

In addition, every writing lesson in the program introduces a variety of graphic organizers to
reinforce the stages of the writing process. For examples please see
Chapter 2: A Walk Through the Writing Process pages 7, 8, and 9, as well as examples from other writing chapters such as those found on pages 37, 102, and 152.

2. promote writing skills and study techniques.
3. present varied teaching models with emphasis on differentiated instruction in content, process and product.
Customize for differentiated instruction teaching notes and assessment opportunities as follows:

- **Meeting Individual Needs**
- **Assessment Support**

The Customize for . . . differentiated instruction teaching notes themselves are integrated at point of use throughout the teacher's edition. Examples include the following:

- Customize for ESL Students (Teacher's Edition p. 208, correlated to Handbook p. 134)
- Customize for Less Advanced Students (p. 260, correlated
Student Works in Progress and Models from literature are used to provide exemplars of
writing genres for students as they begin their own papers. These literature models are by writers from a wide variety of backgrounds and deal with diverse themes. Titles include the following:

*Student Work in Progress:*
“Cedar Avenue Recycling: The Rise and Fall of a Family Business” by Sara Holman, pp. 34, 37, 39, 41, 43, 44
“A Stranger’s Lesson” by David Friggle, pp. 50, 53, 55, 56, 58, 63-65

*Model From Literature:*
Advertisement for Michigan Opera Theater, pp. 100

The first half of the book uses a series of writing assignments as lessons. Students are expected to
develop skills as they create their own pieces of writing. See the following chapters as examples:


The next section of the book on Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after key concepts (see pp. 218 and 219), section review exercises (see pp. 221 and 245).

A variety of extension activities provide additional practice and
application of skills as follows:

- **Connected Assignments** (pp. 161 and 179) give students the opportunity to connect writing activities to other genres of expression.

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C. **Critical Thinking**

Questioning models are taught to students in a number of sections of the program.

*Chapter 32: Reading Skills* includes sections on *Using the SQ4R Method* (pp. 589–590), *Reading Nonfiction Critically* (pp. 594–599), and emphasize questioning models to promote higher order thinking skills based on Bloom’s Taxonomy.
In addition, students move through the Bloom’s Taxonomy competencies in each writing chapter as follows:

- **Knowledge:** What is... and Preview (see p. 49)
- **Comprehension:** Student Work in Progress (see p. 50, 53, 55, 56, 58, 63–65)
- **Application:** guide for steps of the writing process as students write (see p. 50–62)
- **Analysis:** Peer Review (see p. 60)
- **Synthesis:** Publishing and Presenting (see p. 62)
- **Evaluation:** Rubric for Self-Assessment and Reflecting on Your Writing (see p. 62)

All Writing 2. promote student-generated responses.
chapters from Chapter 4 through Chapter 13 include peer review and shared response activities such as those found on pp. 124 and 175.

Students also generate reflective responses using the *Reflecting on Your Writing* and *Rubric for Self-Assessment* activities at the end of every Writing chapter from Chapter 4 through Chapter 13, including those found on pp. 144 and 160.

D. Life Skills

1. address life skills (e.g., reading road maps, using reference tools, researching, reading a newspaper, using want ads, completing an application, applying the interview process and goal setting).
Competencies (pp. 626–637) includes the following sections:

- Working With People
- Learning Teamwork
- Moving Toward Your Goals
- Solving Problems and Thinking Creatively
- Managing Time
- Managing Money
- Applying Math Skills
- Applying Computer Skills

In addition, Chapter 30: Speaking, Listening, Viewing, and Representing (pp. 544–563) includes the following sections:

- Speaking in a Group Discussion
- Giving a Speech
- Using Critical Listening
- Interpreting
Maps and Graphs
• Viewing Information Media Critically
• Viewing Fine Art Critically
• Creating Visual Representations
• Working With Multimedia
• Preparing a Flip Chart
• Performing or Interpreting

Habits of mind skills and metacognitive approaches are integrated throughout the program, but there are key chapters that exemplify this emphasis.

Chapter 32: Reading Skills (pp. 586–605) includes the following sections:
• Reading Methods and Tools
• Reading Nonfiction Critically
• Reading from

2. address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving and self-directional skills).
Varied Sources

In addition, Chapter 33: Study, Reference, and Test-Taking Skills (pp. 606–625) includes the following sections:

- Basic Study Skills
- Reference Skills
- Test-Taking Skills

Chapter 34: Workplace Skills and Competencies (pp. 626–637) includes the following sections:

- Working With People
- Learning Teamwork
- Moving Toward Your Goals
- Solving Problems and Thinking Creatively

In addition, the varied teaching models mentioned above also serve to
engage students in a variety of learning modalities and habits of thinking.

E. Classroom Management

1. include opportunities for large group, small group and independent learning.

Opportunities for students to work in a wide variety of cooperative groups as well as independently are integrated into every lesson.

In addition, all Writing chapters from Chapter 4 through Chapter 13 include peer review and shared response activities such as those found on pp. 124 and 175.

Students also generate reflective responses using the *Reflecting on Your Writing* and *Rubric for Self-Assessment* activities at the end of every Writing chapter from Chapter 4 through Chapter 13, including those found on
In addition, the skills required for group work are covered in the following chapters:

**Chapter 34: Workplace Skills and Competencies**

(pp. 626–637) includes the following sections:

- Working With People
- Learning Teamwork
- Moving Toward Your Goals
- Solving Problems and Thinking Creatively

**Chapter 30: Speaking, Listening, Viewing, and Representing**

(pp. 544–563) includes the following sections:

- Speaking in a Group Discussion
- Using Critical Listening
For professional support guidance and opportunities, see the Teacher’s Edition, which is correlated to the Handbook. The Time and Resource Manager pages before each chapter of the teacher’s edition (examples on pp. 156a-b and 448a-b) include classroom management guidance. It includes:

- **In-depth Lesson Plan**
- **Accelerated Lesson Plan**
- **Options for Adapting Lesson Plans**
- **Integrated Skills Coverage**
- **Meeting Individual Needs**
- **Block Scheduling**
- **Assessment Support**

In addition, the *Step-by-Step Teaching Guide* provides classroom management suggestions.

The lesson plans and the Step-by-Step Teaching Guide in the Teacher’s Edition are supported by **Ongoing Assessment** notes such as those found on Teacher’s Edition pp. 452 and 498, which support the stages of the suggested lessons.

Opportunities for students to work in a wide variety of cooperative groups as well as independently are integrated into every lesson.

In addition, all Writing chapters from Chapter 4 through Chapter 13 include peer
review and shared response activities such as those found on pp. 124 and 175.

Students also generate reflective responses using the Reflecting on Your Writing and Rubric for Self-Assessment activities at the end of Writing chapter from Chapter 4 through Chapter 14, including those found on pp. 144 and 160.

In addition, the skills required for group work are covered in the following chapters:

Chapter 34: Workplace Skills and Competencies (pp. 626–637) includes the following sections:

• Working With People
• Learning Teamwork
• Moving Toward
Your Goals

- Solving Problems and Thinking Creatively

Chapter 30: Speaking, Listening, Viewing, and Representing (pp. 544–563) includes the following sections:

- Speaking in a Group Discussion
- Using Critical Listening

The Time and Resource Manager (see Teacher’s Edition pp. 420a-b and 550a-b) references Customize for . . .

differentiated instruction teaching notes and assessment opportunities as follows:

- Meeting Individual Needs
- Assessment Support

3. provide suggestions for differentiated instruction (e.g., practice activities, learning stations, assessment, lesson plans).
The **Customize for** . . .
differentiated instruction
teaching notes themselves are integrated at
point of use throughout the teacher’s edition.
Examples include the following:

- Customize for ESL Students
  (Teacher's Edition p. 208, correlated to Handbook p. 134)
- Customize for Less Advanced Students (p. 260, correlated to Handbook p. 168)
- Customize for Gifted / Talented Students
  (Teacher's Edition p. 214, correlated to Handbook p. 140)

**Ongoing Assessment**
support references follow the development
of each lesson, providing intervention and reteaching guidance through Prerequisite Skills, Monitor and Reinforce and Assess Mastery (see examples on Teacher’s Edition pp. 451, 452, and 482).

Students also have a variety of self-assessment opportunities using the Reflecting on Your Writing and Rubric for Self-Assessment activities at the end of every Writing chapters from Chapter 4 through Chapter 13, including those found on pp. 66 and 270.

Topic Banks include activities that address the needs of verbal/linguistic learners, intrapersonal learners, and visual learners. For examples, please see pp.
Life skills chapters also provide opportunities for students to work with different learning modalities.

Chapter 30: Speaking, Listening, Viewing, and Representing (pp. 544–563) includes the following sections:

- Speaking in a Group Discussion
- Using Critical Listening

Chapter 34: Workplace Skills and Competencies (pp. 626–637) includes the following sections:

- Working With People
- Learning Teamwork
- Moving Toward Your Goals
- Solving
F. **Instructional Materials**

1. Address varied learning styles and multiple intelligences of students by including models.

A variety of models and assignments give teachers and students a wealth of opportunities to explore writing, language, and reading skills using different styles and multiple intelligences.

**Topic Banks** include activities that address the needs of verbal/linguistic learners, intrapersonal learners, and visual learners. For examples, please see pp. 69, 85, 101, 115, and 133.

In addition, extension activities provide additional practice. **Connected Assignments** (pp. 161 and 179) give students the
opportunity to connect writing activities to other genres of expression.

Life skills chapters also provide opportunities for students to work with different learning modalities.

Chapter 30: Speaking, Listening, Viewing, and Representing (pp. 544–563) includes the following sections:

- Speaking in a Group Discussion
- Using Critical Listening

Chapter 34: Workplace Skills and Competencies (pp. 626–637) includes the following sections:

- Working With People
- Learning Teamwork
The structure of the book is centered around students getting directly involved in all skills taught. For example, the first half of the book uses a series of writing assignments as lessons. Students are expected to develop skills as they create their own pieces of writing. See the following chapters as examples:

Exposition: Comparison–and–Contrast Essay, pp. 112-129;
Exposition: Cause–and–Effect Essay, pp. 130-147;

The next section of the book on

2. provide extensive and varied opportunities to practice skills.
Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after key concepts (see pp. 218 and 219), section review exercises (see pp. 221 and 245).

A variety of extension activities provide additional practice and application of skills as follows:

- **Connected Assignments** (pp. 161 and 179) give students the opportunity to connect writing activities to other genres of expression.

The Writing and Grammar Teacher's Edition provides a wealth of information for intervention and enrichment:

- **Ongoing Assessment**

3. provide intervention, practice and enrichment materials.
support references follow the development of each lesson providing intervention and reteaching guidance through Prerequisite Skills, Monitor and Reinforce and Assess Mastery (see examples on Teacher’s Edition pp. 451, 452, and 482).

The Time and Resource Manager (see Teacher’s Edition pp. 420a-b and 550a-b)

*Customize for . . .* differentiated instruction teaching notes and assessment opportunities as follows:

- *Meeting Individual Needs*
- *Assessment Support*

The *Customize for . . .* differentiated instruction teaching notes themselves are
integrated at point of use throughout the teacher’s edition. Examples include the following:

- Customize for ESL Students (Teacher’s Edition p. 208, correlated to Handbook p. 134)
- Customize for Less Advanced Students (p. 260, correlated to Handbook p. 168)
- Customize for Gifted / Talented Students (Teacher’s Edition p. 214, correlated to Handbook p. 140)

*Topic Banks*
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In addition, extension activities provide additional practice. *Connected Assignments* (pp. 161 and 179) give students the opportunity to connect writing activities to other genres of expression.

Life skills chapters also provide opportunities for students to work with different learning modalities.

**Chapter 30: Speaking, Listening, Viewing, and Representing** (pp. 544–563) includes the following sections:

- *Speaking in a Group Discussion*
- *Using Critical Listening*

**Chapter 34: Workplace Skills***
and Competencies (pp. 626–637) includes the following sections:

- Working With People
- Learning Teamwork
- Moving Toward Your Goals
- Solving Problems and Thinking Creatively

The program also includes additional practice activities in the following booklets: Daily Language Practice; Academic and Workplace Skills Activity Book; Vocabulary and Spelling Practice Book; Grammar Exercise Workbook

Every Writing chapter from Chapter 4 through Chapter 13 includes Student Work in Progress models of writing

4. provide exemplars of narrative, descriptive, informative and persuasive writing types.
techniques (see pp. 107, 108, and 111).

The writing chapters cover all the major genres of writing as follows:

4. Provide exemplars of editing/revision for writing.

6. Include a Handbook of English Language within the text for writing support (grades 5-12) and a supplemental handbook for grades K-4.
Handbook of the English Language. For example, in Part 2 of the program, entitled Grammar, Usage, and Mechanics, chapters include (but are not limited to) the following:

- **Nouns and Pronouns** (pp. 216–231)
- **Verbs** (pp. 232–245)
- **Basic Sentence Parts** (pp. 278–301)
- **Miscellaneous Problems in Usage** (pp. 442–457)

In addition, pages at the end of the program, starting on p. 670, include the following reference resources for students:

- **Citing Sources and Preparing Manuscript**
- **Commonly Overused Words**
Both the writing chapters and the language/grammar chapters are structured developmentally and thus can be easily presented in both block and multi-day instructional plans.

The first half of the book uses a series of writing assignments as lessons. Students are expected to develop skills as they create their own pieces of writing. Each chapter reinforces the stages of the writing process, and helps students by providing them with in-depth exercises that can each become a day’s lesson. See the following chapters as

7. continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.
Examples:

Exposition: Comparison–and–Contrast Essay, pp. 112-129;
Exposition: Cause–and–Effect Essay, pp. 130-147;

The next section of the book on Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after key concepts (see pp. 218 and 219), section review exercises (see pp. 221 and 245).

As noted above, both the writing lessons and the grammar lessons reinforce previously taught concepts.

In the writing lessons, each chapter reinforces

8. connect previously taught skills and strategies with new content and text.
the stages of the writing process, building on the skills taught in earlier writing lessons. See the following chapters as examples:

Exposition: Comparison–and–Contrast Essay, pp. 112-129;
Exposition: Cause–and–Effect Essay, pp. 130-147;

The next section of the book on Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after key concepts (see pp. 218 and 219), section review exercises (see pp. 221 and 245).

9. Both the writing chapters and the language/
Writing chapters focus on both general and specific strategies in several categories that repeat:

- **Prewriting** (see p. 50–53)
- **Drafting** (see p. 54–55)
- **Revising** (see p. 56–60)
- **Editing and Proofreading** (see p. 61)
- **Publishing and Presenting** (see p. 62)

Within these repeated writing process strategies, are more specific sub-categories that also repeat in every lesson, providing students with both structure and variety in their approach to mastering their own writing. These strategies include, but are not limited to the
A range of learning strategies are also taught and summarized in several chapters that allow teachers to isolate specific approaches to learning and help students integrate them in other areas of the program and their lives. These chapters include:

- **Chapter 2: A Walk Through the Writing** (pp. 4–15)
- **Chapter 30: Speaking**
G. Assessment

1. provide assessment formats commensurate with WV assessment programs (e.g., WESTEST, NAEP, State Writing Assessment, informal assessments, PLAN, EXPLORE, ACT and SAT).
2. provide preparation for standardized tests.

3. provide opportunities for assessment based on performance-based measures, open-ended questioning, portfolio evaluation, rubrics and multimedia simulations.
Section, Chapter Reviews (see examples on pp. 285, 291, 471)

Connected Assignments (pp. 161 and 179) give students the opportunity to connect writing activities to other genres of expression.

In addition, some chapters of the program emphasize assessment through performance. These include but are not limited to the following:

Chapter 34: Workplace Skills and Competencies (pp. 626–637)
- Working With People
- Learning Teamwork
- Moving Toward Your Goals
- Solving Problems and
Thinking Creatively
• Managing Time
• Managing Money
• Applying Math Skills
• Applying Computer Skills

Chapter 30: Speaking, Listening, Viewing, and Representing (pp. 544–563) includes the following sections:
• Speaking in a Group Discussion
• Giving a Speech
• Using Critical Listening
• Interpreting Maps and Graphs
• Viewing Information Media Critically
• Creating Visual Representations

The Writing Assessment and Portfolio Management booklet, as cited in Assessment,
Diagnostic tests and on-going assessment monitoring can be found in the following places:

- **Diagnostic Test** (see examples on pp. 233 and 303)
- **Section, Chapter Reviews** (see examples on pp. 285, 291, 471)

4. provide benchmark and ongoing progress monitoring.

5. provide rubric-based differentiated assessment.
NINTH GRADE ENGLISH LANGUAGE ARTS K-12
(COMPOSITION, GRAMMAR, HANDWRITING, JOURNALISM AND SPEECH)
SPECIFIC CRITERIA FOR CONTENT AND SKILLS

Reading and English Language Arts ninth grade students will focus on the effective use of written language in educational and occupational endeavors and interpersonal communications. Instructional delivery will be enhanced through a wide range of information media and the interpretation of media communication. Frequent interaction with a broad array of quality literature and informational texts will encourage an appreciation for the power of the written and spoken word. All reading, writing, speaking, listening and media literacy skills and strategies will be utilized across the curriculum. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Standard 2: Writing
Students will apply writing skills and strategies to communicate effectively for different purposes. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of print and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Listening, Speaking, Media Literacy
In the twenty-first century, students will be required to communicate ideas clearly and efficiently. They will need to be able to use information technology proficiently to explore, research and express themselves for a variety of purposes. Applying listening, speaking and media literacy skills and strategies, they will connect with different audiences using media appropriate to the situation.

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<th>(Vendor/Publisher)</th>
<th>SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT</th>
<th>(IMR Committee) Responses</th>
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<td>l=In-depth 80%</td>
<td>A=Adequate 80%</td>
<td>M=Minimal 60%</td>
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For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

Composition/Grammar

The Writer in You, p. 2, A Walk Through the Writing Process,

1. compose narrative, informative, descriptive and persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).
Persuasion, pp. 82–83, 84–88, 89–90, 91–95, 96, 97,
Writing for
|---|---|---|---|---|---|---|
| 2. develop research topics, select approaches, create and publish (e.g., word processing and desktop publishing) a well developed paper with documented and cited sources and computer-generated graphics, following a specific format:  
  - APA  
  - MLA.  
  Apply the examples of each format with citation and work cited documentation. |
| 3. construct a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic. |
| Reading Skills: Reading Nonfiction Critically, pp. 594–599, |
| 4. identify, evaluate and analyze a variety of informational media using primary and secondary sources. |
5. formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research.
6. incorporate varied note taking skills to process and organize information into an outline for a composition (introduction, main points, supporting details, conclusion).

7. examine and prioritize different drafting strategies for specific writing tasks to structure a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.
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<td><strong>Research Paper:</strong> Notecard samples, 168, Student Work in Progress, 170, 173, Writing a Reference List, 176, Conventions in Documentation, 177; Reference Skills, pp. 610–620; Citing Sources, 670–676; Internet Research Handbook, 677–679; also see: Connected Assignment: Documented Essay, 179</td>
<td>8. use exemplars to summarize, paraphrase and use direct quotations in writing to avoid plagiarism.</td>
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<tr>
<td><strong>Internet Research Handbook, 677–679; also see:</strong> Media, Information, 555–557</td>
<td>9. recognize media copyright laws and public/private domain.</td>
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<td><strong>Transitions:</strong> list of connecting, 26, 121, paragraph,</td>
<td>10. create and apply transition sentences to signal progression of ideas between and within paragraphs as well as appropriate words and phrases to signal organizational patterns.</td>
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</table>
11. use pre-writing, editing and revision techniques to construct complete and varied sentences, eliminate organizational errors and use more precise and concise language.

12. use provided exemplars of sentence structure:
   - simple
   - compound
   - complex
   - compound-complex
13. include a variety of commonly used transitional devices (e.g., coordinating and subordinating conjunctions, and conjunctive adverbs).
14. plan and prepare appropriate background information on a specified topic and communicate effectively in different settings (e.g., interpersonal, small group, whole group) and for different purposes to
   • inform
   • persuade
   • relate
   • entertain
<p>| Speaking Skills: speaking in a group discussion, 545; giving a speech, pp. 546–548; Workplace Skills: working with people, pp. 627–628, learning teamwork, pp. 629–630; also see: Considering Your Audience, pp. 8, 36, 52, 70, 87, 103, 104, 107, 116, 134, 152, 166, 178, 185; Editing and Proofreading, pp. 45, 61, 96, 109, 125, 143, 159, 176–177, 194, 204, 585 |
|---|---|---|---|
| Speaking Skills: speaking in a group discussion, 545; workplace Skills: working with people, pp. 627–628, learning teamwork, pp. 629–630; also see: Peer Review: of word |
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15. formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings and experiences.

16. perform a variety of roles in various settings:
   - critique oral/visual information
   - relate personal experiences
   - collaborate to gain consensus
   - mediate
   - speak extemporaneously
choice, 44, pointing to passages for, 60, of figurative language, 73, encouraging specific, 79, reading aloud for, pp. 95, 142, 158, focus groups for, 108, showing comparisons and contrasts for, 124, analytical reading for, 175, for plus and minus scoring, 193, for vocabulary study, 572

**Speaking Skills:** using critical listening, pp. 549–551; **Workplace Skills:** working with people, pp. 627–628, learning teamwork, pp. 629–630; also see: Peer Review: of word choice, 44, pointing to passages for, 60, of figurative language, 73, encouraging specific, 79, reading aloud for, 95, 142, 158, focus groups for, 108, showing

17. use listening strategies to analyze the message, formulate a response and react to
   - determine purpose
   - make predictions
   - differentiate fact from opinion
   - construct meaning of discussion, speech or media
18. understand, interpret and evaluate various media communications.

19. distinguish between private and public information for use in research and
20. plan, create, organize and present an age appropriate media product that demonstrates an understanding of format, purpose and audience.

21. use provided differentiated rubrics for evaluating oral and visual presentations.
22. use a writing rubric which incorporates and evaluates organization, development, sentence structure, word choice and mechanics.