Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:
> ➢ Deliver organized and effective oral presentations for diverse audiences and varied purposes

Grade Level Expectation: Ninth Grade

Concepts and skills students master:

1. Oral presentations require effective preparation strategies

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: **a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(CCSS: SL.9-10.6) – *particularly applicable in the range of speech journalists engage in: informal interviewing of peers, formal interviews of officials, press conference questioning, in-class debates on editorial positions, etc.*** **b. Use verbal and nonverbal techniques to communicate information – *particularly key in interviewing, requiring rapid note taking while maintaining a relationship with the person interviewed.*** c. Define a position and select evidence to support that position d. Develop a well-organized presentation to defend a position e. Use effective audience and oral delivery skills to persuade an audience **f. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5) *Today's journalist must master delivering the news through videos and podcasts, as well as making use of interactive opportunities on the web.***	Inquiry Questions: 1. **How do different purposes and audiences affect the preparation content and language of presentation?** *Formal vs informal interviews; readers vs viewers.* 2. **How do presenters know if an audience is interested in their topic?** *Interviewers must think on their feet, as it were, following verbal cues and knowing when a source is uncomfortable or simply antagonistic.* 3. How can nonverbal cues change the intent of a presentation? 4. **How do presenters know when they are ready to deliver a presentation?** *Journalists routinely conduct research prior to interviews and press conferences, to help focus questions and avoid going over information that is already available elsewhere.* Relevance and Application: 1. **Media professionals share the basic skill of interviewing, whether for print, broadcast or online media.** 2. **Developing a comfort level conversing and questioning strangers is a lifelong skill.** Nature of Reading, Writing, and Communicating: 1. **Skilled communicators use nonverbal techniques (i.e. meeting a source where the source is comfortable) in their presentations to help them convey a particular message.** 2. **Effective communicators understand the necessity for developing presentations with sequential and relevant information for a particular audience, *in this case the interview subject.***

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The format for each of these Glade Level Expectations has been adapted from the basic template for the CDE document.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening
Prepared Graduates:
➢ Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Ninth Grade

Concepts and skills students master:

2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
 	
a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
 	
    i. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
b. Follow the speaker's arguments as they develop; take notes when appropriate
c. Give verbal and nonverbal feedback to the speaker
d. Ask clarifying questions
e. Evaluate arguments and evidence
f. Explain how variables such as background knowledge, experiences, values, and beliefs can affect communication
g. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)
	Inquiry Questions:
	    1. How does a speaker's personal history affect his point of view?
	    2. What is appropriate feedback?
	    3. What is inappropriate feedback?
	
	Relevance and Application:
	    1. Taking notes when listening to a speaker helps audience members remember what was said.
	    2. Providing feedback is an important skill that is used in many professional settings (such as a doctor's office or courtroom, or in construction or engineering environments), *particularly in journalism.*
	    3. Utilize electronic feedback tools for immediate feedback.
	    4. Use library databases to evaluate evidence and arguments.
	
	Nature of Reading, Writing, and Communicating:
	    1. Skilled listeners understand the context of a presenter's point of view.
	    2. Skilled listeners use their own experiences to relate to a speaker's topic, *which in journalism allows an interviewer to help a source frame responses, share personal narratives, and help inform the public.*

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Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:
  ➢ Read a wide range of literature (American and world literature) to understand important universal themes and the human experience

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
  1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
 a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2) *In journalism, the texts range from printed source material to interview notes.*
 b. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3) Profile writing and narrative reporting focus on characters, and on actual events rather than fiction. Nonfiction makes use of all the narrative devices of fiction. Journalists read widely in nonfiction to inform their own voices as writers.
 c. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5) Journalists use all the structural tools available to best tell a story, and study both fiction and nonfiction to become familiar with those tools.
 d. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)
 e. Identify the characteristics that distinguish literary forms and genres
      i. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9)
      ii. Use literary terms to describe and analyze selections
 f. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)
	Inquiry Questions:
	 1. How does an author use a literary device to demonstrate deeper meaning for the text? Explain your thinking and cite how you came to this conclusion.
	 2. How does the setting that was portrayed by the author impact the text?
	 3. What character traits seemed to be conflicting with one character (or more) in the text? (For example, a character started out as a generous person and then became bitter and selfish after a disaster.)
	
	 Relevance and Application:
	 1. Reading takes people's minds to places that they may not have personally experienced. And journalists often are the writers who actually go to the places people may not have personally experienced.
	 2. Reading multiple genres exposes people's thinking beyond their community.
	 3. As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny. And journalists focus heavily on the people in events, often involving people they would otherwise not get to know.
	 4. Connecting online with students in locations read about enhance their understanding of a text.
	
	 Nature of Reading, Writing, and Communicating:
	 1. Readers fluently compare and contrast story elements to build a deeper understanding of the ideology or theme of the text.
	 2. Reading Standards for Literacy in Science and Technical Subjects, Grades 9-10. (CCSS: RST.9-10.1-10)
	 3. Reading Standards for Literacy in History/Social Studies, Grades 9-10. (CCSS: RH. 9-10.1-10)

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Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes
Prepared Graduates:
➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
   2. Increasingly complex informational texts require mature interpretation and study

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	Inquiry Questions:
a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	1. How does an author work to persuade readers to change their opinions?
	2. How does an author alter readers' thoughts as they read a text?
	3. What visual imagery does the author create to activate one or more of the readers' emotions?
b. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS: RI.9-10.5) *Student journalists not only study professional models but regularly analyze their peers' work following publication.*	**4. What is the difference between text that is explicitly accurate and text that is explicitly logical?** *Journalists often find themselves struggling to sort through the mass of facts to find the essence of a story.*
c. Evaluate clarity and accuracy of information through close text study and investigation via other sources	Relevance and Application:
d. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	**1. Companies and organizations like to use influential people in their advertisements to sell their products.** *And student journalists encounter a broad array of sources, including important members of the community.*
e. Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts. *Journalists regularly must synthesize vast amounts of information in preparing in-depth reports and analysis.*	2. With constant exposure to graphics and multimedia in our world, people need to be conscious of how these images influence thinking. Student journalists study and discuss graphics and multimedia, both as sources of information and ideas and as models for their own work in those areas.
f. Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message	**3. Reading newspaper (or online blogs) editorials can affect the way in which people perceive information (mob mentality or bandwagon effect).** *And what better way to understand such effects than to actually produce editorials?*
g. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10-8)	Nature of Reading, Writing, and Communicating:
h. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.9-10.10) *A tremendous wealth of professional media sources provides journalists with contemporary texts.*	1. Reading Standards for Literacy in Science and Technical Subjects, Grades 9-10. (CCSS: RST.9-10.1-10)
	2. Reading Standards for Literacy in History/Social Studies, Grades 9-10. (CCSS: RH. 9-10.1-10)

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Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition
Prepared Graduates:
➢ Master the techniques of effective informational, literary, and persuasive writing

Grade Level Expectation: Ninth Grade

Concepts and skills students master:

1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	Inquiry Questions:
a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) In journalism, the obvious focus is on real events and experiences.	**1. Why does descriptive language make writing more appealing to the readers?**
	2. Would people want to read texts that have no organizational structure? Why?
	3. Why is it important for authors to be able to develop texts that have an organized theme?
i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)	
ii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)	Relevance and Application:
b. Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience. *All the options listed are available to the journalist.*	**1. Consumers enjoy reading books with rich, descriptive language so they can picture what they are reading.**
	2. Reporters and columnists at newspapers accept improvements in their writing to improve their work.
	3. Business workers are self-directed and rewarded for their efforts when they refine their writing to engage the reader.
c. Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization. *Journalists make these sorts of choices for every project, depending on purposes and audience.*	
d. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details. *The writing process is essential to journalism.*	Nature of Reading, Writing, and Communicating:
	1. Writers use descriptive language in their texts to make them more appealing to the reader.
	2. Writers know that revision, editing comments, and feedback strengthen a text.
e. Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides). *Student journalists routinely review and analyze their performances, usually based on the real-world expectations of a live audience of readers and viewers.*	3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.1-6 and 10)

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Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition
Prepared Graduates:
➢ Master the techniques of effective informational, literary, and persuasive writing

Grade Level Expectation: Ninth Grade

Concepts and skills students master:

    2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support

Evidence Outcomes	21st Century Skills and Readiness Competencies

a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) This is the very heart of editorial writing and a variety of other persuasive approaches that journalists routinely study and practice.
 	
    i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a)
 	
    ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)
 	
    iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c)
 	
    iv. Use appropriate rhetorical appeals and genre to engage and guide the intended audience
 	
    v. Anticipate and address readers' biases and expectations
 	
    vi. Revise ideas and structure to improve depth of information and logic of organization
 	
    vii. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience
 	
    viii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
 	
    ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
 	
NOTE: Every sub-point above is practiced in journalist writing, whether through formal persuasive essays (editorials) or informal persuasive essays (commentaries and reviews).
	Inquiry Questions:
	    1. **Why should an author plan with clarity what the reader is expecting in the piece?**
	    2. **How does an author monitor his/her work if the author is biased? What clues make the reader sense bias?**
	    3. **What makes a descriptive text appeal to certain audiences?**
	    4. **Why is it essential to explain technical terms and notations in writing?**
	    5. **Do all audiences need this type of explanation? Why or why not?**
	
	Relevance and Application:
	    1. **Authors share ideas with a wider audience through writing.**
	    2. **Researchers often submit an article stating their opinion about a current topic.**
	    3. **Legal representatives prepare an argument by researching both sides and persuading an audience to one point of view by controlling one main idea.**
	    4. **Rhetoric and ethical texts explain information with relevant supporting ideas.**
	
	Nature of Reading, Writing, and Communicating:
	    1. **Writers anticipate how biases play a role in the writing process. They try to think about readers and how they may perceive what the author is writing.**
	    2. **Writers use different techniques to effectively support their arguments.**
	    3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.1-6 and 10)

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Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition

Prepared Graduates:
> ➤ Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Ninth Grade

Concepts and skills students master:

3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions

Evidence Outcomes	21st Century Skills and Readiness Competencies

a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) *Journalism students, publishing widely, have a unique motivation to show a command of standard English conventions.*
 	
    i. Identify comma splices and fused sentences in writing and revise to eliminate them
    ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences
    iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
    iv. Spell correctly. (CCSS: L.9-10.2c)
	Inquiry Questions:
	  1. **What message does an author give a reader if there are flaws and errors in grammar and punctuation?**
	  2. **What are the benefits of using computer-based tools for grammar support? What are the cautions of using these tools?**
	  3. **What is meant by an obscure or oblique reference?**
	  4. **Why should the writer beware when using a reference that may be obscure?**
	  5. **When a writer has text at an adequate phase, is it necessary to keep tweaking it? Why or why not?**

b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1 and 2 above.) (CCSS: W.9-10.4). *Journalists communicate with a real-world audience, rather than an audience of teachers.*
c. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
	Relevance and Application:
	  1. **Learning to rewrite with improvements creates a thoughtful, thorough writer.**
	  2. **Artificial intelligence software is sophisticated enough to correct and complete unfinished sentences.**

d. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6).	Nature of Reading, Writing, and Communicating:
	  1. **Writers review work for clarity and the match it has to their audience.**
	  2. **Good writers are always highly valued.**

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Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning
Prepared Graduates:
➢ Gather information from a variety of sources; analyze and evaluate the quality and relevancef the source; and use it to answer complex questions

Grade Level Expectation: Ninth Grade

Concepts and skills students master:

1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions

Evidence Outcomes	21st Century Skills and Readiness Competencies
a. **Integrate information from different sources to research and complete a project. Student journalists routinely synthesize information from various sources to produce quality reporting.** b. Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views c. **Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (such as editorials), and support the decision.** *Journalism students evaluate a large amount of information gathered from extensive reporting.* d. **Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals)**	Inquiry Questions: 1. **When a researcher is "reflecting" on information to use in a project, what is actually happening in the thought pattern?** 2. **When are multiple resources NOT HELPFUL?** *This is rare in journalism, but there are occasions when the journalist's job is to retell a source's story as a narrative.* 3. **How do researchers plan for such challenges as little to no primary information?** *This is a classic journalism problem, with personal interviews providing much of the foundation for media presentations.* 4. **What was your most unusual source for a personal research project? What resource was the least useful and why?** Relevance and Application: 1. **Information from a variety sources is needed to conduct accurate, clear, and coherent research.** 2. **Looking at multiple perspectives expands people's thinking and adds clarity to their own thoughts and words.** 3. **Using information from many sources helps broaden ability to locate and use information.** 4. **In the global society, multiple perspectives and a wide range of information are within easy reach and importantly applicable.** *Global perspectives can be obtained through participating in online social media networks.* 5. **Global perspectives can be obtained through participating in online social media networks.** *Student journalists have been at the forefront of using emerging social media in reporting and sharing the news.* Nature of Reading, Writing, and Communicating: 1. **Researchers are attentive to bias in resources and monitor their own writing and speaking for biases to assess and maintain their own credibility. Objectivity is one of the central values for news media.** 2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.7-9)

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Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning
Prepared Graduates:
➢ Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Grade Level Expectation: Ninth Grade
Concepts and skills students master: 2. Effective problem-solving strategies require high-quality reasoning

Evidence Outcomes	21st Century Skills and Readiness Competencies

a. **Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking**
b. **Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision**
c. **Implement a purposeful and articulated process to solve a problem**
d. **Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process**
 	
NOTE: Successful journalism grows out of successful problem-solving. Every reporting opportunity, narrative or position taken on a issue begins as a problem. A small sample of problems to solve: What is the point of the story? What sources must be consulted prior to publishing? What is the best way to present information? What can the journalist bring to readers and viewers already aware of the basic facts?
	Inquiry Questions:
	    1. **How is reasoning used in problem solving?**
	    2. **Why is it important to state the problem with clarity before beginning a research project?**
	    3. **How do you monitor what they are reading for fairness and accuracy?**
	    4. **What assumptions need to be asked about "relevant and irrelevant" information when solving a problem?**
	
	Relevance and Application:
	    1. **Problem-solving strategies are used in all content areas.**
	    2. **Problem solving is a daily expectation.**
	    3. **Learning to reason supports relationships and the ability to solve problems that arise at home or at work.**
	    4. **Everyone benefits from finding new ways to solve problems.**
	    5. **Recognition of multiple perspectives is important in this global society.**
	    6. **Online social networking tools allow access to global perspectives**
	    7. **An increased clarity of language helps people become better communicators both in speaking and writing.**
	
	Nature of Reading, Writing, and Communicating:
	    1. **Researchers know that there are biases that can influence their thinking. They monitor how they approach problem solving to keep these external influences in check.**
	    2. **Researchers acknowledge the perspectives of others, which helps them be clear and precise in their language and writing.**

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