

## LANGUAGE ARTS

### WRITING – Writing Applications (Genres and Their Characteristics)

Grade 9\10	Grade 11\12
<p><b>Students write effectively for a variety of purposes: narration, exposition, persuasion and description.</b></p> <p><b>1. Applications</b></p> <p>9/10.1.1 write narratives (e.g., biographies, autobiographies, and short stories) that:</p> <ul style="list-style-type: none"> <li>- narrate a sequence of events and communicate their significance to the audience</li> <li>- locate scenes and incidents in specific places</li> <li>- develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; interior monologue or feelings of characters)</li> <li>- effectively pace the presentation of actions to accommodate time/mood changes</li> </ul> <p>9/10.1.2 write expository texts that define, inform, explain or do a combination of all three, including essays of analysis that:</p> <ul style="list-style-type: none"> <li>- marshal evidence in support of a thesis and related claims including information on all relevant perspectives</li> <li>- convey information and ideas from primary and secondary sources accurately and coherently</li> <li>- make distinctions about the relative value and significance of specific data, facts, and ideas</li> <li>- anticipate and address the reader's potential misunderstandings, biases, and expectations</li> <li>- use literary terms and citations accurately</li> </ul> <p>9/10.1.3 write persuasive texts, including evaluation, interpretation, and speculation about problem/solution and causes and effects that:</p> <ul style="list-style-type: none"> <li>- structure ideas and arguments in a sustained and logical fashion</li> <li>- use specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief; or by personal anecdote, case study or analogy)</li> </ul>	<p><b>Students write effectively for a variety of purposes: narration, exposition, persuasion and description.</b></p> <p><b>1. Applications</b></p> <p>11/12.1.1 write reflective texts that:</p> <ul style="list-style-type: none"> <li>- explore ideas, observations, and/or situations of significance</li> <li>- analyze ideas by looking at them from multiple perspectives and/or moving through successively deeper layers of meaning</li> <li>- make connections to prior knowledge and experience</li> <li>- reach a new understanding or insight</li> <li>- prepare students to write college application essays</li> <li>- use exposition, narration, description, argumentation, exposition or some combination of rhetorical strategies to support the main proposition</li> <li>- analyze several historical records of a single event, examining critical relationships between and among elements of the research topic</li> <li>- explain the perceived reason(s) for the similarities and differences, using information derived from primary and secondary sources to support or enhance the presentation</li> <li>- include information on all relevant perspectives, considering the validity and reliability of sources</li> </ul> <p>11/12.1.2 write responses to literature that:</p> <ul style="list-style-type: none"> <li>- advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages</li> <li>- analyze the use of imagery, language, universal themes and unique aspects of text through the use of such rhetorical strategies as narration, description, argumentation, exposition, or some combination of the four modes</li> <li>- support key ideas and viewpoints through accurate and detailed references to text or other works</li> <li>- demonstrate awareness of author's use of stylistic devices and an appreciation of the effects created</li> <li>- identify and assess the impact of perceived ambiguities, nuances and complexities within texts</li> </ul>

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<ul style="list-style-type: none"> <li>- clarify and defend positions with precise and relevant evidence , including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning</li> <li>- anticipate and address the reader's concerns and counterclaims</li> </ul> <p>9/10.1.4 write descriptions that:</p> <ul style="list-style-type: none"> <li>- provide a clear spatial perspective</li> <li>- clearly establish the author's relationship with the object (e.g., objective, involved)</li> <li>- make effective use of factual descriptions of appearance, concrete images, shifting perspectives, vantage points, and sensory detail</li> </ul> <p>9/10.1.5 write responses to literature that:</p> <ul style="list-style-type: none"> <li>- advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages</li> <li>- support key ideas and viewpoints through accurate and detailed references to the text or to other works</li> <li>- demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created</li> <li>- identify and assess the impact of perceived ambiguities, nuances and complexities within text</li> </ul>	<p>11/12.1.3 write a comparison/contrast essay that:</p> <ul style="list-style-type: none"> <li>- select s appropriate points of comparison</li> <li>- uses block or shuttle method of organization</li> <li>- excludes extraneous and inappropriate information</li> <li>- use s transitional phrases and elaborations to create understanding</li> </ul>