

LANGUAGE ARTS

WRITING – Writing Strategies

Grade 9\10	Grade 11\12
<p>Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument, and that demonstrate an awareness of audience and purpose, using stages of the writing process</p> <p>1. Organization and Focus</p> <p>9/10.1.1 use a controlling thesis and maintain a focus throughout the writing</p> <p>9/10.1.2 create an engaging beginning, provide supporting details and develop an effective conclusion</p> <p>9/10.1.3 use precise language (e.g., action verbs, sensory details, effective modifiers and active voice)</p> <p>9/10.1.4 vary sentence structure and use transitional devices</p>	<p>Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument, and that demonstrate an awareness of audience and purpose, using stages of the writing process</p> <p>1. Organization and Focus</p> <p>11/12.1.1 demonstrate understanding of the elements of written communication by producing writing characterized by the following:</p> <ul style="list-style-type: none"> - a student-developed stance throughout the writing - a clear, coherent style - a relevant and engaging introduction - supporting detail - analysis of how the supporting details relate to the thesis - an effective conclusion - effective and precise diction - correct syntax - a variety of sentence structures and lengths - a variety of transitional devices <p>11/12.1.2 use elements such as point of view, characterization, and irony for specific rhetorical and aesthetic purposes</p>

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<p>2. Writing Process</p> <p>9/10.2.1 create planning notes, clusters, webs, and maps</p> <p>9/10.2.2 write rough drafts for revision of content and essay structures</p> <p>9/10.2.3 use a variety of strategies to revise and edit, such as proofreading, peer evaluation and teacher guidance</p> <p>9/10.2.4 evaluate and respond to the critiques of peers and teachers</p> <p>9/10.2.5 critique the writing of a peer</p> <p>3. Research</p> <p>9/10.3.1 use clear research questions and coherent research methodology to elicit and present evidence from primary and secondary sources using available library, electronic and human resources</p> <p>9/10.3.2 integrate quotations and citations into written text, maintaining flow of ideas</p> <p>9/10.3.3 use appropriate conventions for in-text documentation, notes and bibliographies, adhering to style manuals</p>	<p>2. Writing Process</p> <p>11/12.2.1 use a variety of pre-writing strategies such as expanded planning notes, outlines, clusters, webs, and freewrites</p> <p>11/12.2.2 proofread own writing or the writing of others, using dictionaries, spellcheck and other resources, including teachers or peers</p> <p>11/12.2.3 analyze and revise essays by adding or deleting details and explanations, clarifying difficult passages and rearranging words, sentences and paragraphs</p> <p>11/12.2.4 evaluate and reflect on the critiques of peers and teachers</p> <p>11/12.2.5 reflect on the writing process</p> <p>11/12.2.6 use a scoring guide to critique students' writing and/or model essays</p> <p>3. Research</p> <p>11/12.3.1 use clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) to develop presentations</p> <p>11/12.3.2 produce a research paper which includes the following:</p> <ul style="list-style-type: none"> - a narrowed topic - a narrowed, workable thesis - note cards and bibliography cards - sources cited using the MLA Handbook, Chicago Manual of Style, APA, and other academic style formats - sources cited in footnotes, endnotes or in the text - appropriate material selected from a variety of sources, including the internet

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	<ul style="list-style-type: none">- a preliminary and final outline- a rough draft and a revised final paper <p>11/12.1.3 participate in a student/teacher conference to evaluate the research paper rough draft</p>