

## WRITING

### 1.4. Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Informative/Explanatory (Keystone assessed)
- Opinion/Argumentative (Keystone assessed)

### 1.4. Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Resources: *Holt Handbook: Grammar, Usage, Mechanics, Sentences*, Sixth Edition  
*Writing Coach: Writing and Grammar of the 21st Century: Grade 12*

### **Essential (Unit) Questions:**

What are the essential characteristics of an informative essay?

**Competencies:** The students will be able to...

- Follow through with the writing process (from brainstorming to drafting, editing, revising, and publication of final draft)
- Write an essay that contains the necessary elements of good essay writing (introduction, thesis statement, controlling ideas in body development, supporting details, concluding paragraph)
- Demonstrate an understanding of unity and coherence by writing essays that contain details, facts, reasons, incidents, examples, and transitional words and phrases.
- Demonstrate an understanding of structures in an essay by using specific methods of organization (i.e. chronological, spatial, compare/contrast, order of importance, developmental).
- Write essays demonstrating command of conventions of writing, including spelling, capitalization, punctuation, and sentence structure.
- Understand the rules of capitalization
- Appropriately utilize commas, semicolons, quotation marks, and apostrophes
- Demonstrate correct grammar and usage
- Implement correct sentence structure
- Spell all words correctly

#### **Related Common Core Standards:**

*Informative/Explanatory: Focus, Content, Organization, Style, Conventions of Language*

- **CC.1.4.11 - 12.A** Write with a sharp distinct focus identifying topic, task, and audience.
- **CC.1.4.11 - 12.B** Write with a sharp distinct focus identifying topic, task, and audience.
- **CC.1.4.11 - 12.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information, and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.11 - 12.D** Organize ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- **CC.1.4.9 - 10.E** Write with an awareness of the stylistic aspects of composition.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

**R=Remediation Strategy**

**E=Enrichment Strategy**

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- Establish and maintain a formal style.
  - **CC.1.4.9 - 10.F** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

| <b>Suggested Activities/Strategies</b>  | <b>Assessment Evidence:</b>  |
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| <ul style="list-style-type: none"> <li>● Define and discuss the steps of the writing process</li> <li>● Apply the writing process with each assignment by demonstrating each step from planning to publishing</li> <li>● Define elements of good essay writing</li> <li>● <b>R - TREE writing strategy:</b><br/><i>Develop a Topic Sentence, note Reasons to provide support, Examine the quality of each reason, note the Ending for the writing.</i></li> <li>● <b>R - Demonstrate structures of five-paragraph essay on overhead, illustrating an introduction that ends with three-part thesis statement, three body paragraphs with controlling ideas, and a conclusion that restates thesis</b></li> <li>● <b>R - Mini-lesson in grammar; focus on error, mechanics, and conventions</b></li> <li>● Write rough drafts that contain elements of good writing</li> <li>● Peer edit rough drafts, discussing strengths and weaknesses of each paragraph, based on peer edits</li> <li>● Self-evaluate own essays</li> <li>● Write and submit essays using <i>MyAccess/ Writing Coach</i> software</li> <li>● Take notes from lecture on Keystone format and procedures</li> <li>● <i>Writing Coach - Grade 12</i></li> <li>○ Types of Writing: Exposition - page</li> </ul> | <ul style="list-style-type: none"> <li>● Evaluate of each step of the writing process</li> <li>● Finished essays utilizing writing process</li> <li>● Teacher observations of the writing process</li> <li>● Written critique of student samples discussing strengths and weaknesses</li> <li>● Finished product of process essay illustrating elements of good writing</li> <li>● Group essays</li> <li>● Timed writings</li> <li>● <i>MyAccess/Writing Coach</i> scored rubric</li> <li>● <b>E - Essay topic of choice with intent to fully inform audience of all important elements of topics</b></li> <li>● Objective grammar assessment</li> <li>● Peer editing/self-assessment</li> <li>● Use of <i>MyAccess/Writing Coach</i> programs to improve stylistic elements of writing.</li> <li>● <b>E - Teach a lesson on one area of weakness (subject-verb agreement, semicolons, etc.)</b></li> <li>● Create a PowerPoint/video implementing appropriate grammar rules (<b>R - Partner</b>)</li> </ul> |

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| <p>15</p> <ul style="list-style-type: none"><li>○ Exposition - page 144-168</li><li>○ Writing Strong Sentences - page 49<ul style="list-style-type: none"><li>● <b>R</b> - Utilizing different types of diagrams for thoughts, ideas, the process</li><li>● <b>R</b> - Whisper down the alley writing strategy within cooperative grouping based on multi-levels assigned for members to write one of the sentences</li><li>● <b>R</b> - Chunking the writing process</li><li>● Mini-lessons on capitalization, punctuation, and sentence structure</li><li>● <b>R</b> - Holistic Punctuation Chart <a href="http://www.nwp.org/cs/public/print/resource/237"><u>www.nwp.org/cs/public/print/resource/237</u></a></li></ul></li><li>● Examine student samples on overhead to discuss grammar usage</li><li>● Take notes from lecture on Keystone format and procedures</li><li>● <i>Holt Handbook: Grammar, Usage, Mechanics, Sentences</i>; Edition Six</li><li>○ Writing Clear Sentences - page 464</li><li>○ Combining Sentences - page 492</li><li>○ Improving Sentence Styles - page 512</li></ul> |  |
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### **Essential (Unit) Questions:**

What elements are necessary in a persuasive writing?

**Competencies:** The students will be able to...

- Write an essay that contains the necessary elements of good essay writing (introduction, thesis statement, controlling ideas in body development, supporting details, concluding paragraph).
- Write persuasive pieces demonstrating command of a clearly stated position, convincing evidence and incorporating a variety of methods to advance the argument (i.e. logical, emotional, or ethical)
- Demonstrate understanding of using specific methods of organization (i.e. chronological, spatial, comparison/contrast, order of importance developmental).
- Write essays demonstrating command of conventions of writing, including spelling, capitalization, punctuation, and sentence.
- Write using a variety of sentences and language.
- Utilize standard English language to develop clarity, voice, and tone.
- Revise sentences to eliminate redundancies and to eliminate irrelevant details.
- Use an appropriate thesis, logical transitions, topic sentences, supporting details, and links to clearly structure the persuasive piece.
- Use the correct form of commonly confused words (i.e., there, their, they're)
- Revise sentences and paragraph structure for cohesiveness and essay unity.
- Use proper conventions of written language: spelling ,capitalization, sentence structure, grammar, and punctuation

#### **Related Common Core Standards:**

##### ***Opinion/Argumentative: Focus, Content, Organization, Style, and Conventions of Language***

- **CC.1.4.11 - 12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11 - 12.H** Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise , knowledgeable claim.
- **CC.1.4.11 - 12.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CC.1.4.11 - 12.J** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- **CC.1.4.11 -12.K** Write with an awareness of the stylistic aspect of composition.
  - Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - Establish and maintain a format style and objective tone while attending to the norms of

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| <p>the discipline in which they are writing.</p> <ul style="list-style-type: none"> <li>○ Establish and maintain a formal style.</li> <li>● <b>CC.1.4.9 - 10.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> </ul> |
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| Suggested Activities/Strategies   | Assessment Evidence:  |
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| <ul style="list-style-type: none"> <li>● Examine persuasive techniques from professional/student examples, demonstrating logical, emotional, and/or emotional appeal.</li> <li>● Examine student samples on overhead and discuss effectiveness of persuasive samples</li> <li>● Practice persuasive writing using <i>MyAccess/Writing Coach</i></li> <li>● <b>R - DARE writing strategy:</b><br/><i>Develop your topic sentence, Add supporting ideas, Reject possible arguments for the site, End with a conclusion</i></li> <li>● <b>R- R.A.F.T.S.: Role, Audience, Format, Topics, Strong Verbs</b><br/><a href="http://www.hhs.helena.k12.mt.us/Teacherlinks/Oconnorj/rafts.html">www.hhs.helena.k12.mt.us/Teacherlinks/Oconnorj/rafts.html</a></li> <li>● <b>R - Identifying list of persuasive words or phrases</b></li> <li>● <b>E - Emulate an author's persuasive writing by composing an imitation of the work using chosen author</b></li> <li>● <i>Writing Coach: Grade 12</i></li> <li>○ Persuasion - pgs 170 - 194</li> <li>● Mini-lessons on sentence structure</li> <li>● Examine student samples on overhead to discuss grammar usage</li> <li>● Take notes from lecture on Keystone format and procedures (<b>R-note outline with selected words blank to fill in</b>)</li> <li>● <b>R-</b><br/><a href="http://www1.kent.k12.wa.us/curriculum/writing/sec_writing/persuasivewritesites.htm">www1.kent.k12.wa.us/curriculum/writing/sec_writing/persuasivewritesites.htm</a><br/><i>Variety of resources</i></li> </ul> | <ul style="list-style-type: none"> <li>● Finished product of a persuasive essay</li> <li>● <i>MyAccess/Writing Coach</i> scored rubric</li> <li>● Revised writings</li> <li>● <b>E - Choice of topic and mode of appeal (ethos, pathos, logos)</b></li> <li>● Objective grammar assessment</li> <li>● Peer editing/self-assessment</li> <li>● <i>Writing Coach</i> - online assessments</li> <li>● Completion of Every-Day Edits</li> </ul> |

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| <ul style="list-style-type: none"><li>● <i>Holt Handbook: Grammar, Usage, Mechanics, Sentences; Edition Six</i><ul style="list-style-type: none"><li>○ Writing Clear Sentences - page 464</li><li>○ Combining Sentences - page 492</li><li>○ Improving Sentence Styles - 530</li></ul></li><li>● <i>Writing Coach - Grade 12</i><ul style="list-style-type: none"><li>○ Using Modifiers - page 20</li><li>○ Verb Usage - page 423 - 462</li><li>○ Pronoun Usage - page 465 - 477</li><li>○ Agreement - page 479 - 505</li><li>○ Modifiers - page 507 - 519</li><li>○ Capitalization - page .545 - 559</li><li>○ Punctuation - page.565 - 569</li><li>○ Grammar - page 571 - 629</li></ul></li><li>● <i>Holt Handbook: Grammar, Usage, Mechanics, Sentences: Edition Six</i><ul style="list-style-type: none"><li>○ Spelling - page 394</li><li>○ Semicolons/Colons - page 356 - 359</li><li>○ End Marks/Commas - pages 324</li><li>○ Italics, Quotation Marks, and Ellipsis Points - page 362-371</li><li>○ Apostrophes, Hyphens, Dashes, Parenthesis, Brackets - page 374-385</li><li>○ Agreement - page 104</li><li>○ Using Modifiers Correctly - page 226</li></ul></li><li>● MadLibs activity</li><li>● <i>Writing Coach - Grade 12</i><ul style="list-style-type: none"><li>○ Verb Usage - page 306</li><li>○ Pronoun Usage - page 306</li><li>○ Agreement - page 475</li></ul></li></ul> |  |
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**Essential (Unit) Questions:**

How does establishing organization of writing using narrative writing styles produce engaging content to the reader?

**Competencies:** The students will be able to...

- Write a narrative piece that contains the necessary elements of good narrative writing (dialogue, description, pacing, plot, experiences, events, settings, characters, etc.).
- Demonstrate understanding of how using specific elements of narrative writing (dialogue, description, pacing, plot, experience, events, setting, characters, etc.) develop an effective narration.
- Apply parallel structure, variety of phrases and clauses, point of view, narration and other narrative techniques to improve narrative writing
- Use punctuation correctly, specifically: commas, semicolons, quotation marks, and apostrophes
- Correctly utilize grammar and usage - subject-verb agreement, modifiers, etc.

**Common Core Standards:**

*Narrative: Focus, Content, Organization, Style, Conventions of Language*

- **CC.1.4.11 -12.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.11 - 12.N** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
  - **CC.1.4.11 - 12.O** Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
  - **CC.1.4.11 - 12P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
  - **CC.1.4.11 - 12.Q** Write with an awareness of the stylistic aspects of writing.
    - Use parallel structure
    - Use various types of phrases and clauses to convey meaning and add variety and interest.
    - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - **CC.1.4.11 -12.R** Demonstrate a grade appropriate command of the convention of standard English grammar, usage, capitalization, punctuation, and spelling.

**Suggested Activities/Strategies:**

- Identify transitional phrases

**Assessment Evidence:**

- Written story utilizing

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| <p>and/or organization techniques in sample writing pieces.</p> <ul style="list-style-type: none"><li>● <b>R -</b><br/><u><a href="http://www.webenglishteacher.com/parallelism.html">www.webenglishteacher.com/parallelism.html</a> (<i>Parallel structure activity and examples</i>)</u></li><li>● Show examples and discuss narrative pieces</li><li>● Write rough drafts that contain elements of good writing</li><li>● Peer edit rough drafts, discussing strengths and weaknesses of each paragraph, based on peer edits</li><li>● Self-evaluate own essays</li><li>● Write and submit essays using <i>GoMyAccess/ Writing Coach</i> software</li><li>● Take notes from lecture on Keystone format and procedures</li><li>● <i>Writing Coach - Grade 12</i></li><li>○ Types of Writing: Nonfiction Narration - page 64</li><li>○ Types of Writing: Fiction Narration - page 90</li><li>○ Effective Sentences - page 395</li></ul> | <p>narrative style of topic of their choice</p> <ul style="list-style-type: none"><li>● Peer Editing/Self-Assessment</li></ul> |
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**Essential (Unit) Questions:**

How does a variety of literary and informative texts effectively develop and present content for a range of tasks, purposes and audiences?

**Competencies:** The students will be able to...

- Identify essential and nonessential evidence in a given literary piece
- generate a written response for a variety of literary and informative texts
- Use punctuation correctly, specifically: commas, semicolons, quotation marks, and apostrophes
- Correctly utilize grammar and usage - subject-verb agreement, modifiers, etc.

**Related Common Core Standards:**

*Response to Literature*

*Range of Writing*

- **CC.1.4.11 -12.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- **CC.1.4.11 - 12.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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| <p><b>Suggested Activities/Strategies</b></p> <ul style="list-style-type: none"><li>● Talk to the Text strategy</li><li>● <b>R</b> - <i>Daily Writing Prompt</i></li></ul> <p><i>Warm-Ups</i><br/><a href="http://daringtolivefully.com/journal-prompts">http://daringtolivefully.com/journal-prompts</a></p> <ul style="list-style-type: none"><li>● Journaling<br/><a href="http://teachers.net/lessons/posts/1860.html">http://teachers.net/lessons/posts/1860.html</a></li><li>● <i>Writing Coach</i> - Grade 12</li></ul> <ul style="list-style-type: none"><li>○ Types of Writing: Response to Literature - page 20</li></ul> | <p><b>Assessment Evidence:</b></p> <ul style="list-style-type: none"><li>● Responses to writing prompts</li><li>● Objective assessments of grammar and usage</li><li>● Evaluation of Talk to the Text responses</li><li>● Completion of short (one to two class periods) and longer (three or more days) written pieces</li></ul> |
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**Essential (Unit) Questions:**

How does the application of the writing process and the use of technology contribute to effective written expression?

**Competencies:** The students will be able to...

- Apply the writing process (planning, writing, revising, rewriting) to a variety of assigned writing tasks
- Use technology to produce, publish, and update written work, individually or in group
- Use punctuation correctly, specifically: commas, semicolons, quotation marks, and apostrophes
- Correctly utilize grammar and usage - subject-verb agreement, modifiers, etc.

**Related Common Core Standards:**

*Production and Distribution of Writing: Writing Process*

*Technology and Publication*

- **CC.1.4.11 -12.T** 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 audience.
- **CC.1.4.11 -12.U** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

**Suggested Activities/Strategies**

- *Writing Coach: Grade 12*
- The Writing Process - page 26-46
  - **R - DARE Strategy-** *Develop your topic sentences, Add supporting ideas, Reject possible arguments for the site, End with a conclusion*
  - **R - CDO strategy** (*Compare, Diagnose, & Operate*) *using a prompt sheet to compare what was written with the intended task, diagnose the reason for the discrepancies in step one, and fix the problem and evaluate the effectiveness of the change*
- *Writing Coach - Grade 12*
- Types of Writing: Writing for Media - page 24

**Assessment Evidence:**

- Responses to writing prompts
- Objective assessments of grammar and usage
- Completion of short (one to two class periods) and longer (three or more days) written pieces
- Teacher observation
- Student individual/group presentations

**Essential (Unit) Questions:**

How does understanding the research process and how to establish validity of information gathered provide the ability to inform others of a topic to a reader?

**Competencies:** The students will be able to...

- Use various sources (print and digital) to enhance the research process.
- Assess the validity of resources to determine usefulness of each source.
- Complete multiple research-based projects/papers throughout the school year.
- Use research, documenting in MLA format, to support thesis statement.
- Incorporate research-based information into a formal essay, using MLA citations and providing a Works Cited.

**Related Common Core Standards:**  
**Conducting Research**  
**Credibility, Reliability, and Validity of Sources**

- **CC.1.4.11 -12.V** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CC.1.4.9 - 10.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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| <p><b>Suggested Activities/Strategies</b></p> <ul style="list-style-type: none"> <li>● <i>Writing Coach: Grade 12</i></li> <li>○ Research Writing - page 222 -254</li> <li>● Library orientation with librarian to introduce MLA format and reliable database sources</li> <li>● <b>R</b> - Lesson on how to determine the validity of information found online <a href="http://dept.sccd.ctc.edu/tlc/resources/teach.html">dept.sccd.ctc.edu/tlc/resources/teach.html</a></li> <li>● Complete mini-research projects, individually and in small groups, to focus on the process of gathering materials and writing the research paper in MLA format</li> <li>● <b>R</b> - Model for class summarizing and paraphrasing for entire class</li> <li>● Small group discussions</li> </ul> | <p><b>Assessment Evidence:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Quizzes on MLA format</li> <li>● Group presentations on how to find valid/credible sources</li> <li>● <b>E</b> - Research topic of choice</li> <li>● Mini-research projects/presentations</li> </ul> |
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| <p>regarding how to summarize and paraphrase from a source.</p> <ul style="list-style-type: none"><li>● Use graphic organizer or notecards to organize thoughts and ideas to be used in the research paper.</li><li>● <b>R</b> -<i>Show online resources for MLA format</i></li></ul> |  |
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