



Standard 1: Writing

High School

Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

High School Knowledge Base Indicators	Instructional Examples
<p>The student . . .</p> <ol style="list-style-type: none">1. Composes a written piece with plot elements and also experiments with point of view and various narrative techniques. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)2. Selects and uses (1) personal experience (2) personal observation (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)3. Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another. (Ideas and Content: prewriting, drafting, revising: N, E, T, P)4. Analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional). (Ideas and Content: prewriting, drafting, revising: N, E, T, P)5. Applies appropriate strategies to generate narrative text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E, T, P)6. Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E, T, P)7. Selects varied transitions to connect ideas within and between paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E, T, P)8. Selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, originality, and liveliness). (Voice: prewriting, drafting, revising: N,E, T, P)9. Incorporates words that are precise and suitable for narrative writing, which create appropriate imagery (e.g. explicit nouns,	<p>The teacher . . .</p> <ul style="list-style-type: none">● Instructs each student to bring in one shoe - old, new, worn, from another time - whatever. Make a display. After 2 -3 days of observing, ask each student to write a brief description of the shoe's owner.● Finds any short story or article that has a fairly unpredictable ending. Read it aloud. Then ask students to write an ending for the piece.● Performs hasty job on a writing piece of their own. Then sets the student to work on the clean up. Everyone likes hunting for someone else's errors.

N - Narrative text; Assessed at 5th grade
E - Expository text; Assessed at 8th grade
T - Technical text
P - Persuasive text; Assessed in High School

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Page 3



Standard 2: Research

NINTH - TWELFTH GRADES

Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student . . .</p> <ol style="list-style-type: none">1. generates relevant, investigating, and researchable questions in order to create a <i>thesis/hypothesis</i>. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.2. locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.3. verifies the accuracy, relevance, and completeness of information4. analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and <i>themes</i>.5. presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.	<p>The teacher . . .</p> <ol style="list-style-type: none">1. (a) allows students to work in pairs to revise questions for a <i>thesis</i>.2. (a) provides access to a variety of media sources including, glossaries, indexes, tables of content, CD ROM, card catalogue, electronic mail, field trips, interviews.3. (a) models for the students how to use an inquiry chart and research report. (b) allows the students to use text organizers such as overviews, headings, and graphics features to locate and categorize information.4. (a) guides students to use formal note-taking, outlining, and <i>graphic organizers</i>.5. (a) has students organize and record new information in systemic ways such as notes, charts, and <i>graphics</i>



Module I Part 3: Outline of Standards and Benchmarks – Writing

The writing standards include 2 standards.

T or F

The correct answer is (True)

The technical mode of writing is new and is assessed at the state level

T or F

The correct answer is (False)

The research standard is still a part of the reading standards.

T or F

The correct answer is (False)

The benchmarks for the writing standard are:

- A. Narrative, Expository, & Persuasive
- B. Narrative, Expository, Persuasive, & Technical
- C. Research
- D. All of the above

The correct answer is (B. Narrative, Expository, Persuasive and Technical)

The research standard is specifically for the high school level

T or F

The correct answer is (True)