

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, explicit verbs, natural modifiers). (Word Choice: prewriting,	<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 students 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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structure of the text. (Conventions: prewriting, drafting, revising; N,E,T,P)

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Teacher Notes:

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Revised 11/19/2004



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 information.4. 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 students to use text organizers such as overviews, headings, and graphic 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>graphic</i>



6. analyzes, organizes, and converts information into different forms (e.g., charts, graphs, drawings).
7. documents sources of information using standard format.
8. uses a manual or form such as *Modern Language Association (MLA)* or *American Psychological Association (APA)*.

organizers.

(b) in World History, has the students prepare a report about the Columbian Exchange as the "big idea". The teacher will divide the students into cooperative groups and assign each group a *topic* about which to prepare a saturation report. *Topics* may include but should not be limited to: colonialism, growth of slavery, advances in navigation and other technologies, influence of Christianity, rise of mercantilism, and the advent of capitalism. Each group will present the *topic* about which they saturated their knowledge and will include handouts and assignments to support their information.

6. (a) provides students access to technology.
7. (a) provides students with a model of documents with source of information.
8. (a) provides models using the MLA or the APA style.

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Teacher Notes:



Standard 2: Research

NINTH - TWELFTH GRADES

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

Benchmark 2: The student uses ethical research practices.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. analyzes and understands implications and consequences of <i>plagiarism</i> (e.g., ethical, legal, professional). 2. expresses information in own words using appropriate organization and grammar, word choice, and <i>tone</i> sufficient to the audience. 3. cites references for all sources of information including summarized and paraphrased ideas from other authors. 4. constructs a <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date using standard style format (e.g., <i>MLA</i>, <i>APA</i>). 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) assigns students a task to write about penalties for <i>plagiarism</i>. 2. (a) promotes the use of role-play to express information in own words to peers. (b) in social studies, has students divide into groups. Students do research on the important court cases (e.g., eminent domain). Each group must present their findings in a predefined manner (teacher decision). Examples: project boards, oral presentations, etc. 3. (a) provides students with models for summarizing and paraphrasing references cited. 4. (a) provides a model of a finished <i>bibliography</i> for students to follow. Encourages students to complete a task using his/her own ideas, thoughts, and design. <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples</p>



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Teacher Notes:	



- drafting, revising: N,E,T,P)
10. Manages vocabulary particular to the topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
 11. Uses a variety of sentence structures and lengths. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
 12. Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the text. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
 13. Uses fragments only for stylistic effect. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
 14. Composes and selectively uses dialogue for effect and style. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
 15. *Indicator not used at this grade level.*
 16. Uses correct mechanics and punctuation to guide the reader through the text. (Conventions: prewriting, drafting, revising: N,E,T,P)
 17. Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
 18. Spells familiar and most unfamiliar words and uses available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
 19. Uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

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Teacher Notes:

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

Revised 11/19/2004



Standard 1: Writing

High School

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

Benchmark 2: The student writes expository text using the writing process.

High School Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. Develops a thesis statement based upon at least one main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)2. Clearly defines the main idea by selecting relevant, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)3. Selects and uses (1) personal experience (2) personal observations (3) prior knowledge (4) research to meet the reader's needs and to create appropriate point of view. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)4. Expresses information in own words using appropriate organization, grammar, word choice, and tone sufficient to the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)5. Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)6. Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)7. Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)8. Applies appropriate strategies to generate expository 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)9. Writes a cohesive piece that includes (1) an introduction that	<p>The teacher...</p> <ul style="list-style-type: none">• Provides five thesis statements and five simple outlines.• Students then match the correct thesis to the appropriate outline.• Guides the students to choose a topic to which they feel a strong connection. Students are then instructed to write a paper arguing the <i>opposite</i> side of their individual conviction.• Provides articles or editorials about community controversies (skate board accessibility, age to begin driving, smoking in public places, etc.) and guides the students to identify the pro/con issues. After group discussion, students prepare questions to elicit information regarding each side.

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- draws the reader in (2) a body that provides information through the logical placement of facts and data (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. Arranges information within each paragraph in a logical and effective sequence to meet the readers informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)
 11. Uses appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
 12. Selects vocabulary and figurative language that convey a particular tone and personality (e.g. humor, suspense, originality, liveliness). (Voice: prewriting, drafting, revising: N,E,T,P)
 13. Incorporates words that are precise and suitable for expository writing that create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)
 14. Manages specialized vocabulary particular to the subject/topic to provide ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
 15. Uses a variety of sentence structures and lengths to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
 16. Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
 17. Uses fragments only for stylistic effect. (Conventions: prewriting, drafting, revising: N,E,T,P)
 18. *Indicator not at this grade level.*
 19. Uses correct mechanics and punctuates to guide the reader through the text. (Conventions: prewriting, drafting, revising: N,E,T,P)
 20. Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
 21. Spells familiar and most unfamiliar word correctly and uses

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<p>available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>22. Uses correct paragraph divisions to reinforce the organizational structure of the text.(Conventions: prewriting, drafting, revising: N,E,T,P)</p>	<p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

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Revised 11/19/2004



Standard 1: Writing

High School

Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

High School Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. Develops a technical text focused on one main purpose. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)2. Clearly defines the main idea with selection of concise, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)3. Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)4. Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)5. Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)6. Applies appropriate strategies to generate technical text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)7. Organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)8. Composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)9. Uses appropriate transitions to connect ideas within the piece (e.g. enumerated lists, bullets, headings, subheadings, complex outlining elements). (Organization: prewriting, drafting, revising: N,E,T,P)	<p>The teacher...</p> <ul style="list-style-type: none">• Instructs students to revise numbering in left column due to format column.• Instructs students to use the Reporter's Questions Checklist (Who, What, When, Where, Why and How) to write a memo to a friend informing them of the class meeting to take place.• Teaches students to revise long sentences into short, concise sentences.• Brings in newspapers and instructs students to choose a job ad from the papers. Then students are to write letters of application for that particular job.• Provides common examples of technical writing such as, equipment assembly instructions, specialized textbooks, research summaries, e-mail correspondence, legal contracts.

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10. Writes with an awareness of purpose and audience (e.g. letters, complex reports, directions, graphics, brochures, electronic presentation, newsletters, memos, job searches, fliers, e-mails, Web pages, pictorials). (Voice: prewriting, drafting, revising: N,E,T,P)
 11. Writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)
 12. Selects words that convey the writer's message clearly, precisely, and professionally (e.g. technical terms, jargon). (Word Choice: prewriting, drafting, revising: N,E,T,P)
 13. Selects words that consider appropriate connotation for the intended task/format (e.g. persuasive, if persuading; informational, if informing, etc.). (Word Choice: prewriting, drafting, revising: N,E,T,P)
 14. Writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
 15. Punctuates correctly. (Conventions: prewriting, drafting, revising: N,E,T,P)
 16. Uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
 17. Spells words correctly and uses available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
- Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations). (Conventions: prewriting, drafting, revising: (T))

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Teacher's Note:

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Standard 1: Writing

High School

Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The student writes persuasive text using the writing process.

High School Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">▲ Asserts an arguable proposition or opinion (thesis statement). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)▲ Selects and uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. first person in editorial). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)▲ Develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)▲ Anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)▲ Builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)▲ Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)▲ Applies appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)▲ Writes a cohesive piece that includes (1) an introduction that engages the reader (2) a body that reinforces the writer's position through the logical placement of evidence (3) a conclusion that reinforces the thesis statement and the original position. (Organization: prewriting, drafting, revising: N,E,T,P)	<p>The teacher...</p> <ul style="list-style-type: none">• Instructs students to make posters intended to persuade viewers to subscribe to a point of view (i.e., access to web sites, homework, school uniforms, laws about noise).• Encourages students to try to sell not only ordinary, realistic goods and services, but also bizarre and unusual ones.• Have book talk groups read (or re-read) novels or chapter books set in the time of the American Revolution in which main characters start off with one point of view or opinion, then change, amend, or bolster their opinion as the story progresses.• Presents other common examples of persuasive writing, such as film or book reviews, theater reviews, restaurant reviews, editorial articles, political position papers, government proposals, proposed legislation, and advertisements.

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9. ▲ Arranges information within each paragraph in a logical and effective sequence to persuade the reader (e.g. typically 5 or more sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. ▲ Uses appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. ▲ Selects vocabulary and figurative language that conveys a particular tone and personality (e.g. humor, suspense, cynicism, sarcasm, originality, and liveliness). (Voice: prewriting, drafting, revising: N,E,T,P)
12. ▲ Uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. ▲ Incorporates words that are precise, suitable for persuasive writing, and create imagery (e.g. precise nouns, powerful verbs, vivid modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. ▲ Uses a variety of sentence structures and lengths to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. ▲ Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through the subject matter. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. ▲ Uses fragments only for stylistic effect. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. ▲ Includes convincing dialogue, if appropriate. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
18. ▲ Punctuates correctly to easily guide the reader through the text. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. ▲ Uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. ▲ Spells words correctly and uses available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
21. ▲ Uses correct paragraph divisions to reinforce the organizational

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