

Language Arts – 11-12 Writing

Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. • Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. • Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. • Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. • Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. 	A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.		
<ul style="list-style-type: none"> • Determine the usefulness of and apply appropriate prewriting tasks. • Use organizational strategies (e.g., notes and outlines) to plan writing. 	<ul style="list-style-type: none"> • Determine the usefulness of and apply appropriate prewriting tasks. • Use organizational strategies (e.g., notes and outlines) to plan writing. 	B. Select and use an appropriate organizational structure to refine and develop ideas for writing.		
<ul style="list-style-type: none"> • Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. • Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). • Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. • Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. • Use available technology to compose text. 	<ul style="list-style-type: none"> • Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. • Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). • Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. • Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. • Use available technology to compose text. 	C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.		

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11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. • Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. • Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. • Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice. 	<ul style="list-style-type: none"> • Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. • Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. • Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. • Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice. 	C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.		
<ul style="list-style-type: none"> • Proofread writing, edit to improve conventions, identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. 	<ul style="list-style-type: none"> • Proofread writing, edit to improve conventions, identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. 	D. Apply editing strategies to eliminate slang and improve conventions.		
<ul style="list-style-type: none"> • Apply tools to judge the quality of writing. 	<ul style="list-style-type: none"> • Apply tools to judge the quality of writing. 	E. Apply tools to judge the quality of writing.		
<ul style="list-style-type: none"> • Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphics to enhance the final product. 	<ul style="list-style-type: none"> • Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphics to enhance the final product. 	F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final produce		

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Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing to audience and purpose.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Write reflective compositions that: <ul style="list-style-type: none"> ➤ use personal experiences as a basis for reflection on some aspect of life; ➤ draw abstract comparisons between specific incidents and abstract concepts; ➤ maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and ➤ move from specific examples to generalizations about life. 	<ul style="list-style-type: none"> • Write reflective compositions that: <ul style="list-style-type: none"> ➤ use personal experiences as a basis for reflection on some aspect of life; ➤ draw abstract comparisons between specific incidents and abstract concepts; ➤ maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and ➤ move from specific examples to generalizations about life. 	A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.		
<ul style="list-style-type: none"> • Write responses to literature that: <ul style="list-style-type: none"> ➤ advance a judgment that is interpretative, analytical, evaluative or reflective; ➤ support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; ➤ analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create; ➤ identify and assess the impact of possible ambiguities, nuances and complexities within text; ➤ anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and ➤ provide a sense of closure to the writing. 	<ul style="list-style-type: none"> • Write responses to literature that: <ul style="list-style-type: none"> ➤ advance a judgment that is interpretative, analytical, evaluative or reflective; ➤ support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; ➤ analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create; ➤ identify and assess the impact of possible ambiguities, nuances and complexities within text; ➤ anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and ➤ provide a sense of closure to the writing. 	B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author’s use of stylistic devices and effects created.		

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11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Write functional documents (e.g., requests for information, resumes, letters of complaints, memos and proposals) that: <ul style="list-style-type: none"> ➤ report, organize and convey information accurately. ➤ use formatting techniques that make a document user-friendly. ➤ anticipate readers problems, mistakes and misunderstandings. 	<ul style="list-style-type: none"> • Write functional documents (e.g., requests for information, resumes, letters of complaints, memos and proposals) that: <ul style="list-style-type: none"> ➤ report, organize and convey information accurately. ➤ use formatting techniques that make a document user-friendly. ➤ anticipate readers problems, mistakes and misunderstandings. 	C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.		
<ul style="list-style-type: none"> • Write informational essays or reports, including research, that: <ul style="list-style-type: none"> ➤ develop a controlling idea that conveys a perspective on the subject; ➤ create an organizing structure appropriate to purpose, audience and context; ➤ include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; ➤ make distinctions about the relative value and significance of specific data, facts and ideas; ➤ anticipate and address a reader’s potential biases, misunderstandings and expectations; and ➤ provide a sense of closure to the writing. 	<ul style="list-style-type: none"> • Write informational essays or reports, including research, that: <ul style="list-style-type: none"> ➤ develop a controlling idea that conveys a perspective on the subject; ➤ create an organizing structure appropriate to purpose, audience and context; ➤ include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; ➤ make distinctions about the relative value and significance of specific data, facts and ideas; ➤ anticipate and address a reader’s potential biases, misunderstandings and expectations; and ➤ provide a sense of closure to the writing. 	D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.		
<ul style="list-style-type: none"> • Write persuasive compositions that: <ul style="list-style-type: none"> ➤ articulate a clear position; ➤ support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and ➤ develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning). 	<ul style="list-style-type: none"> • Write persuasive compositions that: <ul style="list-style-type: none"> ➤ articulate a clear position; ➤ support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and ➤ develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning). 	E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.		

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Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Use correct spelling conventions. 	<ul style="list-style-type: none"> • Use correct spelling conventions 	A. Use correct spelling conventions.		
<ul style="list-style-type: none"> • Use correct capitalization and punctuation. 	<ul style="list-style-type: none"> • Use correct capitalization and punctuation. 	B. Use correct punctuation and capitalization.		
<ul style="list-style-type: none"> • Use correct grammar. 	<ul style="list-style-type: none"> • Use correct grammar. 	C. Demonstrate understanding of the grammatical conventions of the English language.		

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Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their finding.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigations. 	<ul style="list-style-type: none"> Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigations. 	A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.		
<ul style="list-style-type: none"> Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). Determine the accuracy of sources and the credibility of the author by analyzing the sources validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). 	<ul style="list-style-type: none"> Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). Determine the accuracy of sources and the credibility of the author by analyzing the sources validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.). 	B. Compile, organize and evaluate information, take notes and summarize findings.		
<ul style="list-style-type: none"> Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. 	<ul style="list-style-type: none"> Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes. 	C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.		
<ul style="list-style-type: none"> Integrate quotations and citations into written text to maintain a flow of ideas. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement. 	<ul style="list-style-type: none"> Integrate quotations and citations into written text to maintain a flow of ideas. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement. 	D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.		
<ul style="list-style-type: none"> Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. 	<ul style="list-style-type: none"> Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. 	E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.		

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Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Apply active listening strategies in a variety of settings. 	<ul style="list-style-type: none"> • Apply active listening strategies. 	A. Use a variety of strategies to enhance listening comprehension.		
<ul style="list-style-type: none"> • Analyze types of arguments used by a speaker, such as causation, analogy and logic. • Critique the clarity, effectiveness and overall coherence of a speaker’s key points. • Evaluate how language choice, diction, syntax and delivery style effect the mood and tone and impact the audience. 	<ul style="list-style-type: none"> • Analyze types of arguments used by a speaker, such as causation, analogy and logic. • Critique the clarity, effectiveness and overall coherence of a speaker’s key points. • Evaluate how language choice, diction, syntax and delivery style effect the mood and tone and impact the audience. 	B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax.		
<ul style="list-style-type: none"> • Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. • Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. • Vary language choices as appropriate to the context of the speech. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. • Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. • Vary language choices as appropriate to the context of the speech. 	C. Select and use effective speaking strategies for a variety of audiences, situations and purposes.		

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Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

11	12	BENCHMARKS	When	Freq
<ul style="list-style-type: none"> • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish and develop a logical and controlled arguments; ➤ include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; ➤ use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic; ➤ consistently use common organizational structures as appropriate ➤ use speaking techniques. 	<ul style="list-style-type: none"> • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish and develop a logical and controlled arguments; ➤ include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; ➤ use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic; ➤ consistently use common organizational structures as appropriate ➤ use speaking techniques. 	D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.		
<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ present a clear and distinctive perspective on the subject; ➤ present events or ideas in a logical sequence; ➤ support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ include an effective introduction and conclusion and use a consistent organizational structure; ➤ use appropriate visual materials and available technology to enhance presentation; and ➤ draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources. 	<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ present a clear and distinctive perspective on the subject; ➤ present events or ideas in a logical sequence; ➤ support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ include an effective introduction and conclusion and use a consistent organizational structure; ➤ use appropriate visual materials and available technology to enhance presentation; and ➤ draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources. 	E. Give informational presentations that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure.		
<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. 	<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. 	F. Give presentations using a variety of delivery methods, visual displays and technology.		

