

# 9<sup>th</sup>-10<sup>th</sup> Grade Academic Content Standards for English Language Arts

## Standard: **Writing Process**

	<b>Grade Level Indicator</b>	<b>Implementation Plan</b>
Prewriting	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<ul style="list-style-type: none"> <li>• Approach topic with variety of invention methods: brainstorming, clustering/webbing, freewriting, etc.</li> <li>• Assign small-group work to discuss, generate ideas and test them.</li> <li>• Use journal to record ideas.</li> </ul>
	2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<ul style="list-style-type: none"> <li>• Assign a research paper or other writings that require such considerations and decisions.</li> <li>• Discuss options and the rhetorical value of each source of support for specific purpose at hand</li> </ul>
	3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	<ul style="list-style-type: none"> <li>• Require tentative thesis statement or narrative controlling purpose and plan at end of prewriting stage</li> <li>• Emphasize the desirability of changing the thesis or plan through revision. (Writing is thinking. Thoughts and their expression evolve, are refined through the writing process.)</li> </ul>
	4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	<ul style="list-style-type: none"> <li>• Discuss the rhetorical situation and establish a purpose specific to that situation: <div style="text-align: center; margin: 10px 0;"> <p>Message/content</p>  <p>Writer/speaker      Audience</p> </div> <p>Purpose = intended effect on audience.  Rhetorical strategies = resources of language (content, organization, tone, style) employed to achieve particular effects</p> </li> <li>• Require written analysis of rhetorical purpose and plan as part of writing assignment.</li> <li>• Require analysis of focus in drafts—is content consistent in focus, does focus shift or blur? What revision is necessary to shape content according to evolving focus?</li> </ul>

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	5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<ul style="list-style-type: none"> <li>Assign prewriting and outlines to be handed in with paper drafts.</li> <li>Use outline to analyze drafts for revision as well as to plan them.</li> </ul>
Drafting, Revising And Editing	6. 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.	<ul style="list-style-type: none"> <li>Show students models of the type of essay being written. Resources: <a href="#">St. Martin's Guide to Writing</a>, <a href="#">Norton Reader</a>, <a href="#">Norton Sampler</a>, <a href="#">Prose Models</a>, previous student samples.</li> <li>Respond to drafts to underscore and promote the qualities desired.</li> <li>Give guidance on effective thesis statements, introductions and conclusions (with models).</li> </ul>
	7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	<ul style="list-style-type: none"> <li>Practice sentence-combining exercises.</li> <li>Do "Syntax" exercises in VL.</li> <li>Resources: <a href="#">Prose Models</a> and <a href="#">A Writer's Reference</a>.</li> <li>Respond to drafts to guide such stylistic revision.</li> <li>As needed, review grammatical elements of sentence types (complex sentence uses subordination).</li> <li>Point out examples of effective parallel structures as they arise in readings.</li> </ul>
	8. 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.	<ul style="list-style-type: none"> <li>Show students model paragraphs displaying desired features. (Resources: <a href="#">A Writer's Reference</a>, sections on paragraph types, paragraph development, paragraph coherence; <a href="#">Prose Models</a>, ditto)</li> <li>Practice paragraph writing (sentence combining exercises provide effective basis for such practice).</li> <li>Respond to drafts to guide such usage</li> <li>Make students outline their drafts, to x-ray and analyze the <i>actual</i>—not <i>intended</i>—topics that appear in the drafts. This is a good way to check-up focus, organization and coherence.</li> </ul>
	9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	<ul style="list-style-type: none"> <li>Show students examples as they appear in readings.</li> <li>Do <a href="#">Voice Lesson</a> exercises in detail, imagery, diction, syntax, tone.</li> <li>Respond to drafts with suggestions to improve these features.</li> </ul>
	10. Use available technology to compose text.	<ul style="list-style-type: none"> <li>Draft some papers and exercises in computer lab.</li> <li>Do PowerPoint with speeches?</li> </ul>

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	11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	<ul style="list-style-type: none"><li>• Respond to drafts, showing problems and making suggestions for clarity, consistency and organization.</li><li>• Get students working in peer groups on these issues.</li></ul>
	12. Add and delete information and details to better elaborate on a stated central idea and more effectively accomplish purpose.	<ul style="list-style-type: none"><li>• Do “Detail” exercises in VL.</li><li>• Respond to drafts to promote both fuller development and focus, conciseness.</li><li>• Show students examples of before/after drafts and discuss effects of revisions.</li><li>• Use small-group work for peer suggestions on student drafts.</li><li>• Use overhead transparencies for whole-class work on drafts.</li></ul>
	13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	<ul style="list-style-type: none"><li>• Do syntax (<u>Voice Lessons</u>) and sentence-combining exercises to enhance awareness of writer’s options.</li><li>• Respond to drafts to promote revision for clarity and aesthetic and rhetorical purposes.</li><li>• Show examples of writing that handles such features successfully and discuss the effects and purposes achieved.</li><li>• Resource reminder: <u>A Writer’s Reference</u> and <u>Prose Models</u>, for models and explanations of techniques for transitions and coherence.</li></ul>
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	<ul style="list-style-type: none"><li>• Do <u>Voice Lessons</u> diction exercises, using dictionaries and thesauruses.</li><li>• Discuss diction in readings and the effects of substituting other words.</li><li>• Respond to drafts, sending students to resources for improved diction.</li></ul>
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	<ul style="list-style-type: none"><li>• Respond to drafts, directing corrections.</li><li>• Do small-group peer work on drafts with specific directions to find and correct fragments and run-ons.</li><li>• Give instruction and exercises in sentence boundaries (resources: Warriner’s grammar, <u>A Writer’s Reference</u>, and <u>Exercises to Accompany A Writer’s Reference</u>).</li></ul>
	16. Apply tools (e.g., <b>models</b> , rubric, checklist and feedback) to judge the quality of writing.	<ul style="list-style-type: none"><li>• Require students to consider and incorporate teacher and peer feedback on drafts.</li><li>• Provide students with model papers and rubrics.</li><li>• Assign checklists to check off during drafting and revision.</li></ul>

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Publishing	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	<ul style="list-style-type: none"><li>• Provide format guidelines for papers.</li><li>• Do exercises in the computer lab integrating format features and graphics into student texts. A tri-fold brochure, with text columns and graphics, could be assigned in connection with lessons on the rhetoric of public documents, advertising and propaganda.</li><li>• Post exemplary student papers in the classroom and on teacher web site. (Create a "Community of Writers," with encouragement to all and kudos to high performers.)</li></ul>