



## ARIZONA

### Writing Standards Grade 10

#### *Writer's Choice: Grammar and Composition Grade 10* © 2005

OBJECTIVES	PAGE REFERENCES
<b>Strand 1: Writing Process</b>	
Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.	
<b>Concept 1: Prewriting</b>	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, <b>graphic organizers</b>, record of writing ideas and discussion, printed material or other sources).</i>	SE: 8-10, 16-18, 20-21, 50-54, 201 <i>Writing Activities</i> 11, 19, 23, 55 TWE: CC 53
<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	SE: 56, 95, 153, 201, 311 <i>Writing Activities</i> 59, 293, 301
<i>PO 3. Determine the intended audience of a writing piece.</i>	SE: 57, 224-226, 263, 291, 299 <i>Journal Writing</i> 87 <i>Writing Activities</i> 227, 231, 285, 231, 309
<i>PO 4. Establish a <b>controlling idea</b> appropriate to the type of writing.</i>	SE: 58, 69, 95, 200-202, 263, 311, 330-331 <i>Writing Activities</i> 63, 191, 257 <i>Writing Across the Curriculum</i> 108
<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b>, <b>web</b>, <b>story map</b>, <b>plot pyramid</b>) to plan writing.</i>	SE: 53-54, 62, 171, 180-181, 237 <i>Writing Activities</i> 55, 63, 173, 183, 239 <i>Collect Your Thoughts</i> 162 <i>Journal Writing</i> 241
<i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i>	SE: T34-T35, 8-10, 12-14, 16-18 <i>Journal Writing</i> 9, 131 <i>Writing Activities</i> 15, 19 TWE: EL 18
<i>PO 7. Use <b>time management strategies</b>, when appropriate, to produce a writing product within a set time period.</i>	SE: 252-256 <i>Journal Writing</i> 51 <i>Writing Activities</i> 257 TWE: JWT 253 C 257 TMSD 259
<b>Concept 2: Drafting</b>	
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
<i>PO 1. Use a <b>prewriting plan</b> to develop the <b>main idea(s)</b> with supporting details.</i>	SE: 68-70, 95, 201, 248-250, 255-256 <i>Writing Activities</i> 63, 71, 251, 257 <i>Writing Across the Curriculum</i> 108

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PO 2. Sequence ideas into a cohesive, meaningful order.	SE: 29, 72-74, 95, 140-142, 201, 228-229 <i>Writing Activities</i> 75, 143, 231 <i>Journal Writing</i> 229
<b>Concept 3: Revising</b> Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	SE: 30, 76-80, 138, 154 <i>Writing Activities</i> 81, 147 <i>Vocabulary Tip</i> 137 <i>Revising Tip</i> 185, 312 TWE: E&E 80
PO 2. Add details to the draft to more effectively accomplish the purpose.	SE: 70, 230, 246 <i>Writing Activities</i> 135, 345 <i>Grammar Tip</i> 198, 250 <i>Revising Tip</i> 202
PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	SE: 79, 96, 952-953 <i>Revising Tip</i> 190, 954
PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.	SE: 80, 154, 264 <i>Using Computers</i> 147 TWE: CL 129 MIN 292
PO 5. Add <b>transitional words</b> and phrases to the draft in order to clarify meaning or enhance the writing style.	SE: 74, 264, 955 <i>Writing Activities</i> 75, 143 <i>Using Computers</i> 81 <i>Try It Out</i> 115 <i>Revising Tip</i> 130 <i>Vocabulary Tip</i> 142
PO 6. Use a variety of sentence structures (i.e., <b>simple, compound, complex</b> ) to improve sentence fluency in the draft.	SE: 950-951 <i>Write About Reading</i> 107 <i>Try It Out</i> 117
PO 7. Apply appropriate tools or strategies (e.g., <b>peer review, checklists, rubrics</b> ) to refine the draft.	SE: 30, 77, 312, 345, 950-955 <i>Writing Activities</i> 81 <i>Revising Tip</i> 225 TWE: MIN 138 A 203
PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	SE: 138, 812-815, 816-817 <i>Writing Activities</i> 139 <i>Using Computers</i> 243, 261 TWE: E&E 815 C 817
<b>Concept 4: Editing</b> Editing includes proofreading and correcting the draft for conventions.	
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	SE: 31, 82-84, 155, 313 <i>Writing Activities</i> 49, 85, 187, 257 <i>Writing Across the Curriculum</i> 108 <i>Write About Reading</i> 212
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	SE: <i>Using Computers</i> 85, 135, 223, 247, 251, 305 <i>Writing Activities</i> 143 <i>Proofreading</i> 155

OBJECTIVES	PAGE REFERENCES
<i>PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions.</i>	SE: 84 <i>Writing Activities 85</i> <i>Proofreading 155, 313</i>
<i>PO 4. Apply appropriate tools or strategies (e.g., <b>peer review, checklists, rubrics</b>) to edit the draft.</i>	SE: 31, 83, 97, 155, 203, 313, 346 <i>Grammar Tip 304, 307</i>
<b>Concept 5: Publishing</b> Publishing involves formatting and presenting a final product for the intended audience.	
<i>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</i>	SE: 86-88, 119, 155, 203, 265, 313, 347 <i>Writing Activities 89</i> TWE: JWT 87 WRW 119
<i>PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>	SE: 244-246, 265, 298-300, 917-920 <i>Writing Activities 15, 89, 247, 297, 301, 305</i>
<i>PO 3. Write legibly.</i>	SE: <i>Writing Activities 11, 27, 89, 243, 257</i> <i>Writing Across the Curriculum 108, 163</i>
<b>Strand 2: Writing Components</b> This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.	
<b>Concept 1: Ideas and Content</b> Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	
<i>PO 1. Maintain a clear, narrow focus to support the topic.</i>	SE: 68-69, 129, 292, 308 <i>Writing Activities 71, 257, 293, 309</i> <i>Writing Across the Curriculum 163</i> <i>Drafting Tip 255</i>
<i>PO 2. Write with an identifiable purpose and for a specific audience.</i>	SE: 152-154, 224-226, 262-263, 310-312 <i>Writing Activities 131, 227, 231, 251, 289</i> <i>Journal Writing 291</i>
<i>PO 3. Provide sufficient, relevant, and carefully selected details for support.</i>	SE: 70, 126-128, 226, 256 <i>Writing Activities 71, 131, 227, 243</i> <i>Writing Across the Curriculum 108</i> <i>Write About Reading 162</i>
<i>PO 4. Demonstrate a thorough, balanced explanation of the topic.</i>	SE: 248-250, 254, 262-263 <i>Writing Activities 231, 257, 293, 309</i> <i>Write About Reading 274, 318</i> TWE: C 313
<i>PO 5. Include ideas and details that show original perspective and insights.</i>	SE: 95 <i>Write About Reading 107</i> <i>Writing Across the Curriculum 108, 319</i> <i>Writing Activities 147, 173, 223, 289</i> <i>Journal Writing 233</i> TWE: WRW 162

OBJECTIVES	PAGE REFERENCES
<b>Concept 2: Organization</b> Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
<i>PO 1. Use a structure that fits the type of writing (e.g., letter format, <b>narrative</b>, play, essay).</i>	SE: <i>Journal Writing 9, 237, 241</i> <i>Writing Activities 15, 187, 239, 251, 301, 305</i> <i>Write About Reading 38</i>
<i>PO 2. Include a strong beginning or introduction that draws in the reader.</i>	SE: 150, 202, 260, 292, 334 <i>Drafting Tip 202</i> <i>Writing Activities 223, 293, 335</i> TWE: C 335
<i>PO 3. Place details appropriately to support the <b>main idea</b>.</i>	SE: 72-73, 127-128, 226, 250 <i>Writing Activities 75, 131, 151</i> <i>Grammar Tip 250</i> TWE: CT 130
<i>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	SE: 74, 264, 955 <i>Writing Activities 75, 142</i> <i>Using Computers 81</i> <i>Try It Out 115</i> <i>Revising Tip 130</i> <i>Vocabulary Tip 142</i>
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	SE: 25, 72-73, 140-142, 180-182, 194 <i>Writing Across the Curriculum 108</i> <i>Writing Activities 143, 183, 195</i> TWE: C 143
<i>PO 6. Create an ending that provides a sense of <b>resolution</b> or closure.</i>	SE: 150, 260, 312, 334 <i>Writing Activities 173, 223, 239, 293, 335</i> <i>Write About Reading 318</i>
<b>Concept 3: Voice</b> Voice will vary according to the type of piece, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	
<i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	SE: 152-154, 200-203 <i>Writing Activities 191, 227, 231, 285, 301</i> <i>Journal Writing 291</i>
<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	SE: 262-264 <i>Writing Activities 11, 23, 289, 309, 957</i> <i>Write About Reading 107, 212, 318</i> TWE: C 212
<i>PO 3. Choose appropriate voice (e.g., formal, informal, <b>academic discourse</b>) for the application.</i>	SE: <i>Writing Activities 15, 173, 195, 223, 251, 305</i> <i>Write About Reading 38, 274</i> <i>Journal Writing 181, 249, 291</i>
PO 4. Use engaging and expressive language that shows a commitment to the topic.	SE: 310-312 <i>Writing Across the Curriculum 108, 275</i> <i>Journal Writing 127, 233</i> <i>Writing Activities 187, 289, 293, 301</i> TWE: C 187

OBJECTIVES	PAGE REFERENCES
PO 5. Use language appropriate to purpose, topic, and audience.	SE: 152-154, 301-312 <i>Writing Across the Curriculum</i> 39 <i>Write About Reading</i> 162 <i>Writing Activities</i> 227, 231 <i>Prewriting Tip</i> 263 TWE: C 227
<b>Concept 4: Word Choice</b> Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	
PO 1. Use <i>accurate, specific, powerful words and phrases that effectively convey the intended message.</i>	SE: 958 <i>Writing Activities</i> 27, 191, 231, 289, 293, 301 <i>Write About Reading</i> 162 <i>Writing Across the Curriculum</i> 163 TWE: TW 158
PO 2. Use <i>vocabulary that is original, varied, and natural.</i>	SE: 28-30, 94-96, 200-202, 262-264, 310-312 <i>Writing Activities</i> 23 <i>Write About Reading</i> 38, 318
PO 3. Use words that evoke clear images.	SE: 152-154, 262-264 <i>Writing Activities</i> 139, 147, 227, 301 <i>Writing Across the Curriculum</i> 163 <i>Write About Reading</i> 274 <i>Vocabulary Tip</i> 300 TWE: WRW 162
PO 4. Use <b>literal</b> and <b>figurative language</b> intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)	SE: <i>Writing Activities</i> 15, 195, 223, 243 <i>Write About Reading</i> 38 <i>Writing Across the Curriculum</i> 39, 275 TWE: MIN 14
PO 5. Use <b>clichés</b> only when appropriate to purpose.	SE: <i>Writing Activities</i> 187 TWE: EL 284
<b>Concept 5: Sentence Fluency</b> Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	
PO 1. Use a variety of sentence structures ( <b>simple, compound, complex, and compound-complex</b> ) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	SE: 68-70, 263-264, 363-364, 950-952, 958 <i>Writing Activities</i> 71 <i>Try It Out</i> 117 <i>Grammar Tip</i> 333 TWE: JWT 69
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	SE: 72-74, 79-80, 950-952, 958 <i>Writing Activities</i> 75, 81 <i>Write About Reading</i> 107
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	SE: <i>Listening and Speaking</i> 23, 85, 191, 305 <i>Writing Activities</i> 81 <i>Publishing/Presenting</i> 97 <i>Try It Out</i> 117 <i>Revising Tip</i> 958 TWE: L&S 97

OBJECTIVES	PAGE REFERENCES
<p><b>Concept 6: Conventions</b>            Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	
<p><i>PO 1. Use capitals correctly for:</i></p> <p>a. <b>proper nouns:</b></p> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>place/regional names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>product names</i></li> </ul> <p>b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p>c. <i>literary titles (book, story, poem, play, song)</i></p> <p>d. <i>titles</i></p> <p>e. <i>abbreviations</i></p> <p>f. <b>proper adjectives</b> (e.g., German shepherd, Chinese restaurant)</p>	<p>SE: 713-714, 715-721, 722-725, 726-730, 766-767  <i>Grammar Link</i> 55, 247, 309  <i>Grammar Tip</i> 226, 327</p>
<p><i>PO 2. Use commas to correctly punctuate:</i></p> <p>a. <i>items in a series</i></p> <p>b. <i>greetings and closings of letters</i></p> <p>c. <i>introductory words, phrases and clauses</i></p> <p>d. <b>direct address</b></p> <p>e. <b>interruptors</b></p> <p>f. <b>compound sentences</b></p> <p>g. <b>appositives</b></p> <p>h. <b>dialogue</b></p>	<p>SE: 408-409, 410-411, 743-751  <i>Grammar Link</i> 15, 71, 89, 183  <i>Grammar Tip</i> 304</p> <p>TWE: EL 748</p>
<p><i>PO 3. Use quotation marks to punctuate:</i></p> <p>a. <b>dialogue</b></p> <p>b. <i>titles</i></p> <p>c. <i>exact words from sources</i></p>	<p>SE: 186, 755-757  <i>Grammar Link</i> 67, 187, 251  <i>Writing Activities</i> 187  <i>Grammar Tip</i> 250, 260, 307, 326</p>
<p><i>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</i></p>	<p>SE: 758-759  <i>Grammar Tip</i> 260, 308  <i>Grammar Link</i> 309</p>
<p><i>PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.</i></p>	<p>SE: 304, 413-419, 737-739  <i>Grammar Link</i> 89  <i>Writing Activities</i> 305</p> <p>TWE: EL 738            C 739</p>
<p><i>PO 6. Use semicolons to punctuate <b>compound</b> and <b>compound-complex sentences</b> when appropriate.</i></p>	<p>SE: 740-742  <i>Grammar Link</i> 75</p> <p>TWE: E&amp;E 742</p>
<p><i>PO 7. Use apostrophes to punctuate:</i></p> <p>a. <i>contractions</i></p> <p>b. <i>singular possessives</i></p> <p>c. <i>plural possessives</i></p>	<p>SE: 406-407, 760-762  <i>Grammar Link</i> 199</p> <p>TWE: MIN 761            C 762</p>
<p><i>PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</i></p>	<p>SE: 752, 753-754, 763-765</p> <p>TWE: C 765</p>

OBJECTIVES	PAGE REFERENCES
PO 9. <i>Spell words correctly.</i>	SE: 84, 97, 313, 828-834 <i>Writing Activities</i> 85, 239, 257 <i>Using Computers</i> 135, 223, 305
PO 10. Use paragraph breaks to reinforce the organizational structure, including <b>dialogue</b> .	SE: 68-70, 72-74, 79-80, 194, 200-203, 953-956 <i>Writing Activities</i> 71, 75, 81, 187
PO 11. Demonstrate control of grammar and usage in writing: a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. <b>homonyms</b>	SE: 151, 265, 460-465 <i>Grammar Link</i> 81, 85, 223, 231, 281, 305 <i>Write About Reading</i> 162
PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized <b>style manual</b> ).	SE: 336-340, 962-965 <i>Writing Activities</i> 341 TWE: MIN 339 C 341
<b>Strand 3: Writing Applications</b> Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.	
<b>Concept 1: Expressive</b> Expressive writing includes <b>personal narratives</b> , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
PO 1. Write a <b>reflective personal narrative</b> that: a. describes a sequence of events, communicating the significance of the events to the audience b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds, and smells of the scenes d. describes with specific details the actions, movements, gestures, and feelings of the characters e. uses <b>interior monologue</b> f. uses <b>figurative language</b> (e.g., <b>simile, metaphor, personification</b> ) Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.	SE: 28-31, 94-97, 431-433 <i>Write About Reading</i> 38, 107 <i>Writing Activities</i> 131, 147, 173, 179, 187, 191

OBJECTIVES	PAGE REFERENCES
<p><b>Concept 2: Expository</b>  Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.</p>	
<p>PO 1. <i>Write an explanatory, multi-paragraph essay that:</i></p> <ol style="list-style-type: none"> <li><i>includes background information to establish the <b>thesis (hypothesis, essential question)</b>, as appropriate</i></li> <li><i>states a <b>thesis (hypothesis, essential question)</b> with a narrow focus</i></li> <li><i>includes <b>evidence</b> in support of a <b>thesis (hypothesis, essential question)</b> in the form of details, facts, examples, or reasons</i></li> <li><i>communicates information and ideas from <b>primary and/or secondary sources</b> accurately and coherently, as appropriate</i></li> <li><i>attributes sources of information, as appropriate</i></li> <li><i>includes a topic sentence for each body paragraph</i></li> <li><i>includes relevant factors and variables that need to be considered</i></li> <li><i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i></li> <li><i>includes an effective conclusion</i></li> </ol> <p>Example: Discuss three reasons why the bombing of Hiroshima was a controversial act.</p>	<p>SE: 220-222, 240-242, 244-246, 258-260, 324-325, 424-430  <i>Writing Activities</i> 223, 243, 247, 261</p>
<p><b>Concept 3: Functional</b>  Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	
<p>PO 1. Write a business letter and/or memo that:</p> <ol style="list-style-type: none"> <li>presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>follows a conventional format (block, modified block, memo, email)</li> </ol> <p>Example: Write a letter requesting an informational interview with a person in a career area that interests you.</p>	<p>SE: 290-292, 302-304, 306-308, 310-313, 413-419, 420-423  <i>Writing Activities</i> 293, 297, 305, 309</p>
<p>PO 2. <i>Address an envelope for correspondence that includes:</i></p> <ol style="list-style-type: none"> <li><i>an appropriate return address</i></li> <li><i>an appropriate recipient address</i></li> </ol>	<p>SE: <i>Writing Across the Curriculum</i> 319</p>

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<p><b>Concept 4: Persuasive</b>            Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	
<p><i>PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:</i></p> <ol style="list-style-type: none"> <li><i>states a position or claim</i></li> <li><i>presents detailed <b>evidence</b>, examples, and reasoning to support effective arguments and emotional appeals</i></li> <li><i>attributes sources of information when appropriate</i></li> <li><i>structures ideas</i></li> <li><i>addresses the reader's concerns</i></li> </ol> <p>Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.            (See R10-S3C3)</p>	<p>SE: 278-281, 282-284, 290-292, 298-300, 302-304, 310-313  <i>Writing Activities</i> 289, 293, 301, 305  <i>Write About Reading</i> 318</p>
<p><b>Concept 5: Literary Response</b>            Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	
<p><i>PO 1. Write a literary analysis that:</i></p> <ol style="list-style-type: none"> <li><i>analyzes the author's use of <b>literary elements</b> (i.e., <b>theme, point of view, characterization, setting, plot</b>)</i></li> <li><i>analyzes different elements of <b>figurative language</b> (i.e., <b>simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery</b>) in a literary selection</i></li> <li><i>compares the illustration of the same <b>theme</b> in two different literary <b>genres</b>, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)</i></li> <li><i>identifies how an author's choice of words and <b>imagery</b> sets the <b>tone</b> and advances the work's <b>theme</b></i></li> </ol> <p>Example: Write an essay explaining Gwendolyn Brook's use of word choice in "We Real Cool" to communicate its theme.            (See R10-S2C1)</p>	<p>SE: 20-22, 144-146, 192-194, 196-198, 258-260  <i>Writing Activities</i> 23, 147, 195, 199, 261  <i>Write Across the Curriculum</i> 213</p>

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<p><b>Concept 6: Research</b>            Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	
<p>PO 1. Write a research report that:</p> <ul style="list-style-type: none"> <li>a. incorporates <b>evidence</b> in support of a thesis/claim</li> <li>b. integrates information from two or more pieces of primary and/or secondary research information</li> <li>c. makes distinctions between the relative value and significance of specific data, facts, and ideas</li> <li>d. integrates direct quotes</li> <li>e. uses <b>internal citations</b></li> <li>f. includes a works cited, bibliography, or reference page</li> </ul> <p>Example: Write a report on the Globe Theatre explaining its significance in the development of Shakespeare's works.</p>	<p>SE: 322-327, 332-334, 336-340, 346-347, 909-912, 960-965  <i>Writing Activities</i> 335, 341, 348  <i>Writing Across the Curriculum</i> 357</p>

### Codes Used for TWE Pages

A	Assess
C	Close
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
E&E	Enrichment and Extension
EL	Exploring Language
JWT	Journal Writing Tip
L&S	Listening and Speaking
MIN	Meeting Individual Needs
TMSD	Two-Minute Skill Drill
TW	6+1 Trait Writing
WRW	Writing in the Real World