



ARIZONA

Writing Standards Grade 12

Writer’s Choice: Grammar and Composition Grade 12 © 2005

OBJECTIVES	PAGE REFERENCES
<p>Strand 1: Writing Process</p> <p>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.</p>	
<p>Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</p>	
<p><i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).</i></p>	<p>SE: 60-62, 321, 324 <i>Writing Across the Curriculum</i> 49 <i>Writing Activities</i> 63, 93 <i>Journal Writing</i> 169, 213, 249, 275 TWE: MA 60 T 61, 112</p>
<p><i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i></p>	<p>SE: 64, 66 <i>Writing Process in Action</i> 36, 98, 148, 192, 256, 306 <i>Writing Activities</i> 67, 93 TWE: T 65</p>
<p><i>PO 3. Determine the intended audience of a writing piece.</i></p>	<p>SE: 64-65 <i>Writing Process in Action</i> 36, 98, 100, 148, 192, 256, 306 <i>Journal Writing</i> 65 <i>Writing Activities</i> 67, 93 TWE: T 65</p>
<p><i>PO 4. Establish a controlling idea appropriate to the type of writing.</i></p>	<p>SE: 75, 321-322, 328-329 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309 <i>Writing and Speaking</i> 67, 73, 329 <i>Listening and Speaking</i> 67 TWE: T 328</p>
<p><i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i></p>	<p>SE: 68-72, 223, 326-329 <i>Writing Across the Curriculum</i> 108 <i>Journal Writing</i> 223, 227 <i>Writing Process in Action</i> 307 <i>Writing Activities</i> 329 TWE: MA 326</p>
<p><i>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</i></p>	<p>SE: 13-14 <i>Journal Writing</i> 69, 185, 213, 217, 227, 235, 241 TWE: T 14</p>

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<i>PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period.</i>	TWE: The <i>Two-Minute Skill Drill</i> on pages 21, 25, 61, 65, 173, 177, and 321 can be used to introduce students to the topic of time management.
Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
<i>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</i>	SE: 68-72, 74-76, 214, 242 <i>Writing Process in Action</i> 37-38, 99-100, 149-150, 194, 307-308 <i>Writing Activities</i> 73 <i>Journal Writing</i> 75, 127 TWE: T 72, 75
<i>PO 2. Sequence ideas into a cohesive, meaningful order.</i>	SE: 68-72, 216-218 <i>Writing Process in Action</i> 37-38, 99-100, 149-150, 257, 307-308 <i>Writing Activities</i> 77, 219 <i>Journal Writing</i> 127 TWE: T 75
Concept 3: Revising Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)	
<i>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</i>	SE: 80, 82-84 <i>Journal Writing</i> 13 <i>Writing Activities</i> 23, 131, 171 <i>Writing Process in Action</i> 98-101, 192-195, 306-309 <i>Writing Across the Curriculum</i> 159 TWE: LS 151
<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>	SE: 21, 69, 167, 227 <i>Writing Process in Action</i> 36-39, 148-151, 192-195 <i>Journal Writing</i> 127 <i>Writing Activities</i> 143, 171, 183 <i>Writing Across the Curriculum</i> 159 TWE: MA 148
<i>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>	SE: 25, 133, 186, 300, 342 <i>Checklist</i> 38, 100, 258, 341 <i>Tip</i> 167 <i>Writing Activities</i> 243 TWE: T 186
<i>PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</i>	SE: 340, 911-912 <i>Writing Process in Action</i> 100 <i>Writing Activities</i> 343 <i>Checklist</i> 912 TWE: UC 342

OBJECTIVES	PAGE REFERENCES
PO 5. Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.	SE: 134, 218, 224, 912 <i>Writing Process in Action</i> 36-39, 98-101, 256-259 <i>Writing Activities</i> 135, 219, 225, 343 TWE: MIN 134 T 218, 224
PO 6. Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	SE: 359, 535-538, 907-909, 915 <i>Grammar Link</i> 63 <i>Writing Process in Action</i> 98-101 <i>Try It Out</i> 115 <i>Write About Reading</i> 158 TWE: MA 537
PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	SE: 150, 194, 341 <i>Checklist</i> 38, 79, 150, 341 TWE: T 150 LS 151
PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	SE: 780-783 <i>Using Computers</i> 135 TWE: T 96 MA 132 UC 135 C 783
Concept 4: Editing 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: <i>Writing Activities</i> 23, 89, 187 <i>Writing Process in Action</i> 39, 101, 151, 309 <i>Checklist</i> 151, 195, 259, 309 TWE: MA 86 C 89
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	SE: 780-781, 796-799 <i>Listening and Speaking</i> 23 <i>Writing Process in Action</i> 101 <i>Writing Across the Curriculum</i> 159 TWE: C 797
PO 3. Apply proofreading marks to indicate errors in conventions.	SE: 88, 101, 151 <i>Listening and Speaking</i> 89 TWE: T 87, 88
PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	SE: 87, 195, 344 <i>Editing Questions</i> 39 <i>Checklist</i> 151, 195, 344 TWE: T 150
Concept 5: Publishing Publishing involves formatting and presenting a final product for the intended audience.	
PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	SE: 90-92 <i>Writing Process in Action</i> 39, 101, 151, 195, 259, 309 <i>Cross Curricular Activity</i> 219 TWE: T 91

OBJECTIVES	PAGE REFERENCES
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.	SE: 26, 92, 230-232, 915, 919 <i>Writing Activities</i> 93, 233, 247 <i>Writing Process in Action</i> 151, 259 <i>Using Computers</i> 233, 287 TWE: T 92
PO 3. <i>Write legibly.</i>	SE: 22, 26, 915 <i>Writing Activities</i> 27, 219 TWE: C 247
Strand 2: Writing Elements 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.	
Concept 1: Ideas and Content 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.	
PO 1. Maintain a clear, narrow focus to support the topic.	SE: 20-22, 24-26, 241-242, 244-246 <i>Writing Activities</i> 23, 27, 243, 247 <i>Writing Process in Action</i> 39 TWE: MIN 240
PO 2. Write with an identifiable purpose and for a specific audience.	SE: 64-66 <i>Writing Process in Action</i> 36, 98, 100, 148, 192, 256, 306 <i>Journal Writing</i> 65 <i>Writing Activities</i> 67, 93, 247, 279 TWE: T 65
PO 3. Provide sufficient, relevant, and carefully selected details for support.	SE: 21, 69, 167, 227 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 256-259, 306-309 <i>Writing Activities</i> 183, 229 TWE: T 70
PO 4. Demonstrate a thorough, balanced explanation of the topic.	SE: 220-224, 226-228, 234-236, 238-242, 280-282 <i>Writing Activities</i> 225, 229, 237, 243, 279, 283 TWE: MA 220
PO 5. Include ideas and details that show original perspective and insights.	SE: 32-34 <i>Writing Activities</i> 31, 35, 135, 183 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195 <i>Write About Reading</i> 48 TWE: C 143 MA 192
Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
PO 1. <i>Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i>	SE: 172-174, 216-218, 220-224, 244-246 <i>Writing Process in Action</i> 98-101, 192-195 <i>Writing Activities</i> 175, 219, 225, 247 TWE: C 175

OBJECTIVES	PAGE REFERENCES
<i>PO 2. Include a strong beginning or introduction that draws in the reader.</i>	SE: 21-22, 70, 913 <i>Writing Process in Action</i> 36-37, 99-100 <i>Journal Writing</i> 71 <i>Writing Activities</i> 73
<i>PO 3. Place details appropriately to support the main idea.</i>	SE: 21, 69-70, 167, 227 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 256-259, 306-309 <i>Write About Reading</i> 48 <i>Writing Activities</i> 135, 183, 229 TWE: T 70 C 143
<i>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	SE: 134, 218, 224, 912 <i>Writing Process in Action</i> 36-39, 98-101, 256-259 <i>Writing Activities</i> 135, 219, 225, 343 TWE: T 218, 224
<i>PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i>	SE: 69-72, 173-174, 276-278, 911 <i>Listening and Speaking</i> 175 <i>Writing Process in Action</i> 192-195, 306-309 <i>Writing Activities</i> 225, 279 TWE: MIN 276
<i>PO 6. Create an ending that provides a sense of resolution or closure.</i>	SE: 21-22, 72, 185, 234-236 <i>Writing Activities</i> 237, 279, 293 TWE: MIN 276
Concept 3: Voice 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: 10-11, 64-65, 274-275, 914-915 <i>Journal Writing</i> 13 <i>Writing Activities</i> 67, 93 <i>Writing Process in Action</i> 98-101 TWE: T 65
<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	SE: 20-22, 24-26, 295, 298-300, 914 <i>Writing Activities</i> 11, 23, 35, 219, 287 <i>Journal Writing</i> 13 <i>Writing Process in Action</i> 36-39, 306-309 <i>Writing Across the Curriculum</i> 49, 205, 317 <i>Write About Reading</i> 204 TWE: T 236
<i>PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.</i>	SE: 11, 914 <i>Journal Writing</i> 13 <i>Writing Activities</i> 23, 247 <i>Writing Process in Action</i> 192-195
<i>PO 4. Use engaging and expressive language that shows a commitment to the topic.</i>	SE: 166-170, 172-174, 176-178 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309 <i>Writing Activities</i> 171, 179 TWE: C 143, 179

OBJECTIVES	PAGE REFERENCES
PO 5. Use language appropriate to purpose, topic, and audience.	SE: 11, 64-65, 274-275 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309 <i>Writing Activities</i> 67, 93 TWE: T 70
Concept 4: Word Choice 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: 9-10, 166-170, 176-178, 915 <i>Writing Activities</i> 11, 171, 179, 187, 219 <i>Writing Process in Action</i> 148-151, 192-195 <i>Journal Writing</i> 169 <i>Write About Reading</i> 316 TWE: T 178
PO 2. Use <i>vocabulary that is original, varied, and natural.</i>	SE: 10, 21-22, 82-83, 915 <i>Journal Writing</i> 13 <i>Writing Process in Action</i> 256-259 <i>Write About Reading</i> 316 TWE: MA 82
PO 3. Use words that evoke clear images.	SE: 11, 166-170, 176-178, 915 <i>Writing Activities</i> 11, 171, 179, 187 <i>Writing Process in Action</i> 148-151, 192-195 <i>Journal Writing</i> 169 <i>Write About Reading</i> 316 TWE: T 178
PO 4. Use literal and figurative language intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)	SE: 136-138 <i>Cross Curricular Activity</i> 139 <i>Writing Activities</i> 139, 171, 219 <i>Writing Process in Action</i> 148-151 TWE: T 137, 138
PO 5. Use clichés only when appropriate to purpose.	SE: 82, 118 <i>Journal Writing</i> 83 <i>Writing Activities</i> 85 <i>Listening and Speaking</i> 85 <i>Writing Process in Action</i> 101 <i>Cross Curricular Activity</i> 139 TWE: T 83
Concept 5: Sentence Fluency 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 (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	SE: 359, 535-538, 907-909, 915 <i>Grammar Link</i> 63 <i>Writing Process in Action</i> 98-101 <i>Try It Out</i> 115 <i>Write About Reading</i> 158 TWE: MA 537
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	SE: 74-76, 359, 907-909, 912, 915 <i>Try It Out</i> 115 <i>Write About Reading</i> 158

OBJECTIVES	PAGE REFERENCES
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	SE: 76, 80, 359, 908-909, 912, 915 <i>Writing Activities</i> 77, 81 <i>Listening and Speaking</i> 187, 219, 237 TWE: MIN 22 LS 151 C 259
Concept 6: Conventions Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	
PO 1. Use capitals correctly for: a. proper nouns: <ul style="list-style-type: none"> • <i>holidays</i> • <i>place/regional names</i> • <i>languages</i> • <i>historical events</i> • <i>organizations</i> • <i>academic courses (e.g., algebra/Algebra I)</i> • <i>product names</i> b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i> c. <i>literary titles (book, story, poem, play, song)</i> d. <i>titles</i> e. <i>abbreviations</i> f. proper adjectives (e.g., <i>German shepherd, Chinese restaurant</i>)	SE: 691-703 <i>Grammar Link</i> 27, 93, 233 TWE: EE 702
PO 2. Use commas to correctly punctuate: a. <i>items in a series</i> b. <i>greetings and closings of letters</i> c. <i>introductory words, phrases and clauses</i> d. direct address e. interruptors f. compound sentences g. appositives h. dialogue	SE: 359, 402, 716-724 <i>Grammar Link</i> 23, 35, 131, 247, 287, 301
PO 3. Use quotation marks to punctuate: a. dialogue b. <i>titles</i> c. <i>exact words from sources</i>	SE: 730-733 <i>Writing Activities</i> 187 TWE: MIN 731
PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	SE: 734-735 TWE: T 734 C 735
PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.	SE: 359, 712-713 TWE: C 713
PO 6. Use semicolons to punctuate compound and compound-complex sentences when appropriate.	SE: 359, 714-715 <i>Grammar Link</i> 97, 225, 287 TWE: C 715 MIN 715

OBJECTIVES	PAGE REFERENCES
<p>PO 7. Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> a. <i>contractions</i> b. <i>singular possessives</i> c. <i>plural possessives</i> 	<p>SE: 736-738 <i>Grammar Link 67</i> TWE: EE 738</p>
<p>PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p>SE: 359, 725, 726-727, 728, 729, 739-741 TWE: C 725</p>
<p>PO 9. <i>Spell words correctly.</i></p>	<p>SE: 794-799 <i>Writing Process in Action 39, 101, 151, 195, 259, 309</i> <i>Listening and Speaking 143</i> TWE: MA 794</p>
<p>PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.</p>	<p>SE: 68-72, 80, 914 <i>Writing Process in Action 36-39, 98-101, 148-151, 192-195, 256-259, 306-309</i> TWE: RWC 70</p>
<p>PO 11. Demonstrate control of grammar and usage in writing:</p> <ul style="list-style-type: none"> 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. homonyms 	<p>SE: 575-586, 599-613, 630-635, 657-663, 908-909 <i>Grammar Link 73, 89, 135, 171, 237, 255, 283, 305</i> TWE: EE 577</p>
<p>PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</p>	<p>SE: 334-339, 918-922 <i>Tip 338</i> <i>Writing Activities 339</i> TWE: MIN 337 C 339</p>

OBJECTIVES	PAGE REFERENCES
Strand 3: Writing Applications 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.	
Concept 1: Expressive Expressive writing includes personal narratives , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
<p><i>PO 1. Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative, and/or drama) that:</i></p> <ol style="list-style-type: none"> a. <i>use voice and style appropriate to audience and purpose</i> b. <i>organize ideas in writing to ensure coherence, logical progression, and support</i> c. <i>employ literary devices (e.g., irony, conceit, flashback, foreshadowing, symbolism, allusion) to enhance style and voice</i> <p>Example: After reading from Geoffrey Chaucer's <i>The Canterbury Tales</i>, write your own version of a traveler's tale.</p>	<p>SE: 166-170, 172-174, 176-178, 180-182, 184-186 <i>Writing Process in Action</i> 36-39, 98-101, 192-195 <i>Writing Activities</i> 171, 175, 179, 183, 187 <i>Write About Reading</i> 204</p> <p>TWE: C 175, 183</p>

OBJECTIVES	PAGE REFERENCES
<p>Concept 2: Expository Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>	
<p><i>PO 1. Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that:</i></p> <ul style="list-style-type: none"> a. <i>includes background information to set up the thesis (hypothesis, essential question), as appropriate</i> b. <i>states a thesis (hypothesis, essential question) with a narrow focus</i> c. <i>includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</i> d. <i>communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</i> e. <i>attributes sources of information as appropriate</i> f. <i>includes a topic sentence for each body paragraph</i> g. <i>includes relevant factors and variables that need to be considered</i> h. <i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i> i. <i>includes an effective conclusion</i> <p>Example: Compose an essay explaining how your school's service learning program has identified and addressed a community problem.</p>	<p>SE: 212-214, 216-218, 226-228, 230-232, 234-236, 238-242 <i>Writing Activities</i> 215, 229, 233, 237, 243 <i>Journal Writing</i> 227, 231 <i>Viewing and Representing</i> 233 <i>Writing Process in Action</i> 256-259 <i>Writing Across the Curriculum</i> 267 <i>Write About Reading</i> 266</p> <p>TWE: MIN 228 C 233</p>
<p>Concept 3: Functional 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><i>PO 1. Write a work-related document (e.g., resume, application essay) that:</i></p> <ul style="list-style-type: none"> a. <i>presents information purposefully and succinctly to meet the needs of the intended audience</i> b. <i>follows a conventional format</i> <p>Example: Write a resume outlining job experience, extra-curricular activities and other skills, formatted for the intended audience. (See R12-S3C2)</p>	<p>SE: 24-26, 244-246, 405-413, 414-418 <i>Writing Activities</i> 27, 247 <i>Write About Reading</i> 266 <i>Activity</i> 411, 413, 415, 418</p> <p>TWE: C 27, 418</p>

OBJECTIVES	PAGE REFERENCES
<p>Concept 4: Persuasive 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>PO 1. <i>Write a persuasive composition (e.g. speech, editorial, letter to the editor, public service announcement) that:</i></p> <ol style="list-style-type: none"> a. <i>states a position or claim</i> b. <i>presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals</i> c. <i>attributes sources of information when appropriate</i> d. <i>structures ideas</i> e. <i>acknowledges and refutes opposing arguments</i> <p>Example: Write a public service announcement persuading citizens to vote. (See R12-S3C3)</p>	<p>SE: 274-278, 280-282, 284-286, 288-292, 294-296, 298-300 <i>Writing Activities</i> 279, 283, 287, 293, 297, 301 <i>Cross Curricular Activity</i> 293 <i>Writing Process in Action</i> 306-309 <i>Writing Across the Curriculum</i> 317</p> <p>TWE: T 276</p>

OBJECTIVES	PAGE REFERENCES
<p>Concept 5: Literary Response 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.</p>	
<p>PO 1. Write literary analyses that:</p> <ol style="list-style-type: none"> <i>evaluates the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot)</i> <i>interprets figurative language (i.e., personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory) with emphasis upon how the writer uses language to evoke readers' emotions</i> <i>explains how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position)</i> <i>analyzes a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis</i> <i>describes the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature</i> <i>compares literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme</i> <i>analyzes characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial</i> <p>Example: Write an essay comparing and contrasting the realities of war as presented in "Dulce Et Decorum Est" by Wilfred Owen and <i>All Quiet on the Western Front</i> by Erich Maria Remarque. (See R12-S2C1)</p>	<p>SE: 28-30, 32-34, 94-96, 144-146, 252-254 <i>Using Computers</i> 31 <i>Writing Activities</i> 31, 35, 147 <i>Listening and Speaking</i> 97</p> <p>TWE: JWT 29 T 146</p>

OBJECTIVES	PAGE REFERENCES
<p>Concept 6: Research 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><i>PO 1. Write a research product that:</i></p> <ul style="list-style-type: none"> a. <i>incorporates evidence in support of a thesis or claim</i> b. <i>integrates information and ideas from multiple primary and secondary sources</i> c. <i>makes distinctions between the relative value and significance of specific data, facts, and ideas</i> d. <i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i> e. <i>integrates direct quotes</i> f. <i>uses internal citations</i> g. <i>includes a works cited, bibliography, or reference page</i> <p>Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.</p>	<p>SE: 230-232, 320-325, 326-329, 330-333, 334-339, 340-343, 344-345, 917-922 <i>Writing Across the Curriculum</i> 353</p> <p>TWE: C 233</p>

Codes Used for TWE Pages

C	Close
EE	Enrichment and Extension
JWT	Journal Writing Tip
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
RWC	Real World Connection
T	Teach
UC	Using the Computer