

Whitehall K-12 Written Language Curriculum

Whitehall School District #4-47-2

Revised May 2005



Curriculum K-12
Benchmarks K-12

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Key for Writing Curriculum

I = Introduce

D = Develop

M= Master

Kindergarten Writing

- 1. Content Standard 1 – The students must write clearly and effectively.**
 - A. Use an appropriate pencil grip. **I**
 - B. Be introduced to the D’Nealian formation of the upper and lowercase letters and numbers. **I**
 - C. Correctly place letters and numbers on the lines. **I**
 - D. Apply phonemic awareness using letter/ sound association. **I**
 - E. Dictate messages for others to write. **I**

- 2. Content Standard 2 – Students apply range of skills and strategies in the writing process.**
 - A. Write names using correct D’Nealian formation. **I**
 - B. Place spaces between words. **I**
 - C. Capitalize their name, word “I” and the first word in a sentence. **I**
 - D. Write ideas using traditional and transitional spelling. **I**

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Share final product with their peers. **I**
 - B. Listen to critiques of written products. **I**

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**
 - A. Use pictorial and written responses to literature. **I**
 - B. Write labels, notes, captions on illustrations, charts and possessions. **I**
 - C. Decide on audience, purpose, and kind of writing. **I**

- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.**
 - A. Identify genres: fiction, nonfiction, poetry, fables, and fairy tales. **I**
 - B. Make the connection between literature and other curriculum areas through brainstorming while teacher dictates. **I**

- 6. Content Standard 6 – Students use inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**
 - A. Using pictures, word and dramatization, students make predictions, characterizations, and identify plot and setting. **I**
 - B. Develop written language through concrete, meaningful experiences. **I**
 - C. Provides written response to pictures, and literature of various genres. **I**

First Grade Writing

- 1. Content Standard 1 – Student must write clearly and effectively.**
 - A. Demonstrate the ability to plan and write a rough draft of a story. **I**
 - B. Apply phonemic awareness using letter/sound association. **D**
 - C. Utilize conventional sentence structure. **I**
 - D. Use correct spacing between words. **D**
 - E. Dictate messages for others to write. **D**
 - F. Use conventional spelling of familiar words in final drafts. **D**
 - G. Use explanatory phrases. **D**

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process.**
 - A. Organize ideas and information using graphic organizers. **I**
 - B. Evaluate and critique written ideas. **I**
 - C. Engage in modeled, shared, and interactive writing. **I**
 - D. Revise drafts with adult and peer mentors. **I**
 - E. Edit for correct spelling, grammar, usage, and mechanics. **I**
 - F. Publish and share final product. **I**
 - G. Distinguish between telling, question, and exclamatory sentences. **I**
 - H. **D**

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Apply criteria for evaluation (i.e. punctuation, grammar, mechanics, and spelling). **I**
 - B. Respond constructively to others' writing. **I**
 - C. Self-evaluate if purpose for writing was met. **I**
 - D. Review collection of writing to monitor growth. i.e. (writing portfolio) **I**

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**
 - A. Write labels, notes, captions, (illustrations, charts, and possessions). **D**
 - B. Decides audience purpose and kinds of writing. **D**
 - C. Use the writing process across the curriculum. **I**

- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.**
 - A. Write in a variety of appropriate forms i.e. sentences, paragraphs, stories, letters, and reports. **I**
 - B. Develop draft for descriptive writing, narrative writing, expository writing, persuasive. **I**

- 6. Content Standard 6 – Students use the inquiry process, problem-solving strategies and resources to synthesize and communicate information.**
- A. Provides written response to pictures, and literature of various genres. **D**
 - B. Evaluate written products, research for additional information and raise new questions. **I**
 - C. Use the writing process in creative projects across the curriculum. **I**

Second Grade Writing

- 1. Content Standard 1 – Student must write clearly and effectively.**
 - A. Demonstrate the ability to plan and write a rough draft of a story. **D**
 - B. Apply phonemic awareness using letter/sound association. **D**
 - C. Utilize conventional sentence structure. **D**
 - D. Use correct spacing between words. **M**
 - E. Dictate messages for others to write. **D**
 - F. Use conventional spelling of familiar words in final drafts. **D**
 - G. Use explanatory phrases. **D**

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process.**
 - A. Organize ideas and information using graphic organizers. **D**
 - B. Evaluate and critique written ideas. **D**
 - C. Engage in modeled, shared, and interactive writing. **D**
 - D. Revise drafts with adult and peer mentors. **D**
 - E. Edit for correct spelling, grammar, usage, and mechanics. **D**
 - F. Publish and share final product. **D**
 - G. Distinguish between telling, question, and exclamatory sentences. **D**

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Apply criteria for evaluation (i.e. punctuation, grammar, mechanics, and spelling). **D**
 - B. Respond constructively to others' writing. **I**
 - C. Self-evaluate of purpose for writing was met. **D**
 - D. Review collection of writing to monitor growth. i.e. (writing portfolio) **D**
 - E. Evaluate proper form of cursive letters. **I**

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**
 - A. Write labels, notes, captions, (illustration, charts, and possessions). **D**
 - B. Decides audience purpose and kinds of writing. **D**
 - C. Takes notes. **I**
 - D. Use the writing process across the curriculum. **D**

- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.**
 - A. Write in a variety of appropriate forms i.e. sentences, paragraphs, stories, letters, and reports. **D**
 - B. Develop draft for descriptive writing, narrative writing, expository writing, and persuasive writing. **D**

- 6. Content Standard 6 – Students use the inquiry process, problem solving strategies, and resources to synthesize and communicate information.**
- A. Provides written response to pictures, and literature of various genres. **D**
 - B. Evaluate written products, research for additional information and raise new questions. **D**
 - C. Use the writing process in creative projects across the curriculum. **D**

Third Grade Writing

- 1. Content Standard 1 – A student must write clearly and effectively.**
 - A. Drill and practice through various editing tasks. **I**
 - B. Demonstrate knowledge of spelling. **I**
 - C. Correct manuscript and cursive D'Nealian formation. **I**
 - D. Use of parts of speech. **I**
 - 1) Nouns
 - 2) Verbs
 - 3) Adjectives/Adverbs
 - 4) Pronouns
 - E. Parts of a sentence. **I**
 - 1) Subjects/Predicates
 - F. Mechanics: Punctuation and Capitalization. **I**
 - 1) Capitalizing proper nouns
 - 2) Abbreviations
 - 3) Commas
 - 4) Quotations Marks
 - 5) Titles
 - G. Identify the four types of sentences. **I**

- 2. Content Standard 2 – Student must apply a range of skills and strategies in the writing process.**
 - A. Prewriting. **D**
 - B. Rough Draft. **D**
 - C. Editing. **D**
 - D. Revising. **D**
 - E. Final Copy. **D**
 - F. Publishing. **D**

- 3. Content Standard 3 – A student must evaluate and reflect on his/her growth as a writer.**
 - A. Set goals to improve written works. **D**
 - B. Use strategies acquired in Content Standard 2 to evaluate and reflect on the writing process. **D**

- 4. Content Standard 4 – A student must write for a variety of purposes and audiences.**
- A. Identify the purpose of their writing. **I**
 - 1) Persuade.
 - 2) Inform.
 - 3) Entertain.
 - B. Select audiences (e.g. self, peers, adults) appropriate to purposes and topics. **I**
 - C. Identify types of writing. **I**
 - 1) Descriptive.
 - 2) Narrative.
 - 3) Persuasive.
 - 4) Expository.
- 5. Content Standard 5 – A student must recognize the structures of various forms and apply these characteristics to his/her own writing.**
- A. Recognize story elements. **I**
 - 1) Setting.
 - 2) Characters.
 - 3) Plot, conflict, climax, resolution.
 - 4) Theme.
 - B. Recognize effective use of language. **I**
 - 1) Imagery.
 - 2) Figurative language.
 - 3) Alliteration, onomatopoeia.
 - 4) Mood, irony, symbolism.
 - C. Recognize writing techniques. **I**
 - 1) Point of view.
 - 2) Foreshadowing.
 - 3) Repetition, flashback.
 - 4) Free verse, rhyme, and rhythm.
- 6. Content Standard 6 – A student must use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**
- A. Develop a question in response to a written work. **I**
 - B. Draw conclusions based on given information. **I**
 - C. Select appropriate reference materials. **I**

Fourth Grade Writing

- 1. Content Standard 1 – A student must write clearly and effectively.**
 - A. Drill and practice through various editing tasks. **D**
 - B. Demonstrate knowledge of spelling. **D**
 - C. Correct manuscript and cursive D'Nealian formation. **D**
 - D. Use of parts of speech. **D**
 - 1) Nouns
 - 2) Verbs
 - 3) Adjectives/Adverbs
 - 4) Pronouns
 - E. Parts of a sentence. **D**
 - 1) Subjects/Predicates
 - F. Mechanics: Punctuation and Capitalization. **D**
 - 1) Capitalizing proper nouns
 - 2) Abbreviations
 - 3) Commas
 - 4) Quotations Marks
 - 5) Titles
 - G. Identify the four types of sentences. **D**

- 2. Content Standard 2 – Student must apply a range of skills and strategies in the writing process.**
 - A. Prewriting. **D**
 - B. Rough Draft. **D**
 - C. Editing. **D**
 - D. Revising. **D**
 - E. Final Copy. **D**
 - F. Publishing. **D**

- 3. Content Standard 3 – A student must evaluate and reflect on his/her growth as a writer.**
 - A. Set goals to improve written works. **D**
 - B. Use strategies acquired in Content Standard 2 to evaluate and reflect on the writing process. **D**

- 4. Content Standard 4 – A student must write for a variety of purposes and audiences.**
 - A. Identify the purpose of their writing. **D**
 - i. Persuade.
 - ii. Inform.
 - iii. Entertain.
 - B. Select audiences (e.g. self, peers, adults) appropriate to purposes and topics. **D**
 - C. Identify types of writing. **D**
 - i. Descriptive.
 - ii. Narrative.
 - iii. Persuasive.
 - iv. Expository.
- 5. Content Standard 5 – A student must recognize the structures of various forms and apply these characteristics to his/her own writing.**
 - A. Recognize story elements. **D**
 - i. Setting.
 - ii. Characters.
 - iii. Plot, conflict, climax, resolution.
 - iv. Theme.
 - B. Recognize effective use of language. **D**
 - i. Imagery.
 - ii. Figurative language.
 - iii. Alliteration, onomatopoeia.
 - iv. Mood, irony, symbolism.
 - C. Recognize writing techniques. **D**
 - i. Point of view.
 - ii. Foreshadowing.
 - iii. Repetition, flashback.
 - iv. Free verse, rhyme, and rhythm.
- 6. Content Standard 6 – A student must use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**
 - A. Pose questions and/or identify problems. **D**
 - B. Draw conclusions based on given information. **D**
 - C. Select appropriate reference materials and information sources. **D**

Fifth Grade Writing

- 1. Content Standard 1 – A student must write clearly and effectively.**
 - A. Drill and practice through various editing tasks. **D**
 - B. Demonstrate knowledge of spelling. **D**
 - C. Correct manuscript and cursive D'Nealian formation. **D**
 - H. Use of parts of speech. **D**
 - 1) Nouns
 - 2) Verbs
 - 3) Adjectives/Adverbs
 - 4) Pronouns
 - I. Parts of a sentence. **D**
 - 1) Subjects/Predicates
 - J. Mechanics: Punctuation and Capitalization. **D**
 - 1) Capitalizing proper nouns
 - 2) Abbreviations
 - 3) Commas
 - 4) Quotations Marks
 - 5) Titles
 - K. Identify the four types of sentences. **D**

- 2. Content Standard 2 – Student must apply a range of skills and strategies in the writing process.**
 - A. Prewriting. **D**
 - B. Rough Draft. **D**
 - C. Editing. **D**
 - D. Revising. **D**
 - E. Final Copy. **D**
 - F. Publishing. **D**

- 3. Content Standard 3 – A student must evaluate and reflect on his/her growth as a writer.**
 - A. Set goals to improve written works. **D**
 - B. Use strategies acquired in Content Standard 2 to evaluate and reflect on the writing process. **D**

- 4. Content Standard 4 – A student must write for a variety of purposes and audiences.**
- A. Identify the purpose of their writing. **D**
 - i. Persuade.
 - ii. Inform.
 - iii. Entertain.
 - B. Select audiences (e.g. self, peers, adults) appropriate to purposes and topics. **D**
 - C. Identify types of writing. **D**
 - i. Descriptive.
 - ii. Narrative.
 - iii. Persuasive.
 - iv. Expository.
- 5. Content Standard 5 – A student must recognize the structures of various forms and apply these characteristics to his/her own writing.**
- A. Recognize story elements. **D**
 - i. Setting.
 - ii. Characters.
 - iii. Plot, conflict, climax, resolution.
 - iv. Theme.
 - B. Recognize effective use of language. **D**
 - i. Imagery.
 - ii. Figurative language.
 - iii. Alliteration, onomatopoeia.
 - iv. Mood, irony, symbolism.
 - C. Recognize writing techniques. **D**
 - i. Point of view.
 - ii. Foreshadowing.
 - iii. Repetition, flashback.
 - iv. Free verse, rhyme, and rhythm.
- 6. Content Standard 6 – A student must use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**
- A. Pose questions and/or identify problems. **D**
 - B. Draw conclusions based on given information. **D**
 - C. Select appropriate reference materials and information sources. **D**
 - D. Write for an intended audience. **I**

Written Language Content Standard 1

Students write clearly and effectively.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2
1. Apply what they have learned using skills needed to write words and simple sentences.	1. Apply what they have learned using skills needed to write words, simple sentences, and paragraphs.	1. Apply what they have learned using skills needed to write words, simple sentences, and paragraphs.

End of Grade 3	End of Grade 4	End of Grade 5
1. Organize text in paragraphs with clear beginning, middle, and end. 2. Develop a main idea through some supporting details. 3. Apply conventions of standard written English.	1. Organize text in paragraphs with clear beginning, middle, and end. 2. Develop a main idea through some supporting details 3. Apply conventions of standard written English. 4. Demonstrate awareness of, sentence structure and word choice.	1. Organize text in paragraphs with clear beginning, middle, and end. 2. Develop a main idea through some supporting details 3. Apply conventions of standard written English 4. Demonstrate awareness of, sentence structure and word choice.

Written Language Content Standard 2

Students apply a range of skills and strategies in the writing process.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2
1. Incorporate knowledge to the structure of written language.	1. Incorporate knowledge of the structure of written language.	1. Apply knowledge to construct text in a variety of forms using the writing process.

End of Grade 3	End of Grade 4	End of Grade 5
<ol style="list-style-type: none"> 1. Plan writing by generating and organizing ideas. 2. Write a draft that organizes ideas. 3. Edit with assistance, by correcting errors. 4. Share/publish a legible final product. 	<ol style="list-style-type: none"> 1. Plan writing by generating and organizing ideas and by considering a purpose and audience. 2. Write a draft that organizes ideas. 3. Edit with assistance, by correcting errors. 4. Share/publish a legible final product. 	<ol style="list-style-type: none"> 1. Plan writing by generating and organizing ideas and by considering a purpose and audience. 2. Write a draft that organizes ideas. 3. Revise writing at the word, sentence, and paragraph levels using feedback and guidance from others. 4. Edit with assistance, by correcting errors. 5. Share/publish a legible final product.

Written Language Content Standard 3

Students evaluate and reflect on their growth as writers.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2
1. Apply what they have learned to edit text generated by themselves and others.	1. Apply what they have learned to edit text generated by themselves and others.	1. Apply what they have learned to edit text generated by themselves and others.

End of Grade 3	End of Grade 4	End of Grade 5
1. Share writing with others, listen to responses, ask questions, and offer positive comment to others.	1. Share writing with others, listen to responses, ask questions, and offer positive comment to others. 2. Identify his or her strengths as writer.	1. Share writing with others, listen to responses, ask questions, and offer positive comment to others. 2. Identify his or her strengths as writer. 3. Set goals and become aware of successes in own and others' writing.

Written Language Content Standard 4

Students write for a variety of purposes and audiences.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2
1. Apply knowledge about the writing process to create text both expository and narrative for large and small audiences.	1. Apply knowledge about the writing process to create text both expository and narrative for large and small audiences.	1. Apply knowledge about the writing process to create text both expository and narrative for large and small audiences.

End of Grade 3	End of Grade 4	End of Grade 5
1. Identify the purpose for his/her writing and write appropriately.	1. Identify the purpose for his/her writing and write appropriately. 2. Choose audiences appropriate to purposes and topics. 3. Experience writing in different genre.	1. Identify the purpose for his/her writing and write appropriately. 2. Choose audiences appropriate to purposes and topics. 3. Experience writing in different genre.

Written Language Content Standard 5

Students recognize the structures of various forms and apply these characteristics to their own writing.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2
1. Apply knowledge of written formats and transfer those specific qualities when creating their writing.	1. Apply knowledge of written formats and transfer those specific qualities when creating their writing.	1. Apply knowledge of written formats and transfer those specific qualities when creating their writing.

End of Grade 3	End of Grade 4	End of Grade 5
1. Identify the characteristics of different forms (poetry, fiction, nonfiction, technical, and simple report) 2. Write using characteristics of different forms.	1. Identify the characteristics of different forms (poetry, fiction, nonfiction, technical, and simple report) 2. Write using characteristics of different forms.	1. Identify the characteristics of different forms (poetry, fiction, nonfiction, technical, and simple report) 2. Write using characteristics of different forms.

Written Language Content Standard 6

Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2
1. Apply what they have learned about gathering and analyzing information, to choose strategies for developing written responses.	1. Apply what they have learned about gathering and analyzing information, to choose strategies for developing written responses.	1. Apply what they have learned about gathering and analyzing information, to choose strategies for developing written responses.

End of Grade 3	End of Grade 4	End of Grade 5
1. Pose questions or identify problems. 2. Identify technologies and information sources	1. Pose questions or identify problems. 2. Use selected technologies and information sources. 3. Identify explanations or solutions and draw a conclusion based on the information. 4. Share information in appropriate ways for intended audiences.	1. Pose questions or identify problems. 2. Use selected technologies and information sources. 3. Identify explanations or solutions and draw a conclusion based on the information. 4. Share information in appropriate ways for intended audiences.

Sixth Grade Writing

- 1. Content Standard 1 – Students write clearly and effectively. D**
 - A. Write for a variety of purposes and audiences.
 - 1) Friendly letters.
 - 2) Stories.
 - 3) Poetry.
 - 4) Research reports.
 - 5) Business letters.
 - 6) Fables.

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process. D**
 - A. Identify the four kinds of sentences.
 - B. Identify nouns, verbs, pronouns, modifiers, and prepositions.
 - C. Punctuate sentences properly with commas, end punctuations, and quotation marks.
 - D. Recognize and write paragraphs. I
 - E. Write for a variety of purposes and audiences.
 - 1) Friendly letters.
 - 2) Stories.
 - 3) Poetry.
 - 4) Research reports.
 - 5) Business letters.
 - 6) Fables.

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers. D**
 - A. Write for a variety of purposes and audiences.
 - 1) Friendly letters.
 - 2) Stories.
 - 3) Poetry.
 - 4) Research Reports.
 - 5) Portfolio (fall and spring)

- 4. Content Standard 4 – Students write for a variety of purpose and audience. D**
 - A. Write for a variety of purposes and audiences.
 - 1) 1) Friendly letters.
 - 2) Stories.
 - 3) Poetry.
 - 4) Research reports.
 - 5) Business letters.
 - 6) Fables.

5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing. D

- A. Identify the four kinds of sentences.
- B. Identify nouns, verbs, pronouns, modifiers, and prepositions.
- C. Punctuate sentences properly with commas, end punctuations, and quotation marks.
- D. Recognize and write paragraphs. **I**
- E. Write for a variety of purposes and audiences.
 - 1) Friendly letters.
 - 2) Stories.
 - 3) Poetry.
 - 4) Research Report.

6. Students use the inquiry process, problem-solving strategies and resources to synthesize and communicate information. D

- A. Write for a variety of purposes and audiences.
 - 1) Friendly letters.
 - 2) Stories.
 - 3) Poetry.
 - 4) Research report.

Seventh Grade Writing

- 1. Content Standard 1 – Students write clearly and effectively. D**
 - A. Learn, identify and use the following eight parts of speech correctly.
 - 1) Adjectives.
 - 2) Adverbs.
 - 3) Pronouns.
 - 4) Interjections.
 - 5) Conjunctions.
 - 6) Prepositions.
 - 7) Nouns.
 - 8) Verbs.
 - B. Review and apply the following punctuation correctly.
 - 1) End marks.
 - 2) Commas.
 - 3) Apostrophes.
 - 4) Quotation marks.
 - C. Distinguish among complete sentences, fragments, and run-on sentences.
 - D. Write in complete sentences.
 - E. Develop and use various sentences structures.
 - F. Develop and use topic sentences.
 - G. Develop and use supporting detail sentences.
 - H. Develop and use conclusion sentences.
 - I. Write a variety of seven sentence paragraphs using #e,f,g.
 - J. Add to cumulative writing portfolio.
 - K. Review four types of sentences.

2. Content Standard 2 – Students apply a range of skills and strategies in the writing process. D

- A. Learn, identify and use the following eight parts of speech correctly.
 - 1) Adjectives.
 - 2) Adverbs.
 - 3) Pronouns.
 - 4) Interjections.
 - 5) Conjunctions.
 - 6) Prepositions.
 - 7) Nouns.
 - 8) Verbs.
- B. Review and apply the following punctuation correctly.
 - 1) End marks.
 - 2) Commas.
 - 3) Apostrophes.
 - 4) Quotation marks.
- C. Distinguish among complete sentences, fragments, and run-on sentences.
- D. Write in complete sentences.
- E. Develop and use various sentences structures.
- F. Develop and use topic sentences.
- G. Develop and use supporting detail sentences.
- H. Develop and use conclusion sentences.
- I. Write a variety of seven sentence paragraphs using #e,f,g.
- J. Add to cumulative writing portfolio.
- K. Review four types of sentences.

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers. D**
- A. Learn, identify and use the following eight parts of speech correctly.
 - 1) Adjectives.
 - 2) Adverbs.
 - 3) Pronouns.
 - 4) Interjections.
 - 5) Conjunctions.
 - 6) Prepositions.
 - 7) Nouns.
 - 8) Verbs.
 - B. Review and apply the following punctuation correctly.
 - 1) End marks.
 - 2) Commas.
 - 3) Apostrophes.
 - 4) Quotation marks.
 - C. Distinguish among complete sentences, fragments, and run-on sentences.
 - D. Write in complete sentences.
 - E. Develop and use various sentences structures.
 - F. Develop and use topic sentences.
 - G. Develop and use supporting detail sentences.
 - H. Develop and use conclusion sentences.
 - I. Write a variety of seven sentence paragraphs using #e,f,g.
 - J. Add to cumulative writing portfolio. (fall/spring)
 - K. Review four types of sentences.

4. Content Standard 4 – Students write for a variety of purposes and audience.

D

- A. Learn, identify and use the following eight parts of speech correctly.
 - 1) Adjectives.
 - 2) Adverbs.
 - 3) Pronouns.
 - 4) Interjections.
 - 5) Conjunctions.
 - 6) Prepositions.
 - 7) Nouns.
 - 8) Verbs.
- B. Review and apply the following punctuation correctly.
 - 1) End marks.
 - 2) Commas.
 - 3) Apostrophes.
 - 4) Quotation marks.
- C. Distinguish among complete sentences, fragments, and run-on sentences.
- D. Write in complete sentences.
- E. Develop and use various sentences structures.
- F. Develop and use topic sentences.
- G. Develop and use supporting detail sentences.
- H. Develop and use conclusion sentences.
- I. Write a variety of seven sentence paragraphs using #e,f,g.
- J. Add to cumulative writing portfolio.
- K. Review four types of sentences.

5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing. D

- A. Learn, identify and use the following eight parts of speech correctly.
 - 1) Adjectives.
 - 2) Adverbs.
 - 3) Pronouns.
 - 4) Interjections.
 - 5) Conjunctions.
 - 6) Prepositions.
 - 7) Nouns.
 - 8) Verbs.
- B. Review and apply the following punctuation correctly.
 - 1) End marks.
 - 2) Commas.
 - 3) Apostrophes.
 - 4) Quotation marks.
- C. Distinguish among complete sentences, fragments, and run-on sentences.
- D. Write in complete sentences.
- E. Develop and use various sentences structures.
- F. Develop and use topic sentences.
- G. Develop and use supporting detail sentences.
- H. Develop and use conclusion sentences.
- I. Write a variety of seven sentence paragraphs using #e,f,g.
- J. Add to cumulative writing portfolio.
- K. Review four types of sentences.

- 6. Content Standard 6 – Students use the inquiry process, problem-solving strategies and resources to synthesize and communicate information. D**
- A. Learn, identify and use the following eight parts of speech correctly.
 - 1) Adjectives.
 - 2) Adverbs.
 - 3) Pronouns.
 - 4) Interjections.
 - 5) Conjunctions.
 - 6) Prepositions.
 - 7) Nouns.
 - 8) Verbs.
 - B. Review and apply the following punctuation correctly.
 - 1) End marks.
 - 2) Commas.
 - 3) Apostrophes.
 - 4) Quotation marks.
 - C. Distinguish among complete sentences, fragments, and run-on sentences.
 - D. Write in complete sentences.
 - E. Develop and use various sentences structures.
 - F. Develop and use topic sentences.
 - G. Develop and use supporting detail sentences.
 - H. Develop and use conclusion sentences.
 - I. Write a variety of seven sentence paragraphs using #e,f,g.
 - J. Add to cumulative writing portfolio.
 - K. Review four types of sentences.
 - L. History classes write a research paper.

Eighth Grade Writing

1. Content Standard 1 – Students write clearly and effectively. D

- A. Review and apply the following eight parts of speech correctly.
 - 1) Nouns.
 - 2) Verbs.
 - 3) Adjectives.
 - 4) Adverbs.
 - 5) Pronouns.
 - 6) Prepositions.
 - 7) Interjections.
 - 8) Conjunctions.
- B. Review use of the following punctuation marks.
 - 1) End marks.
 - 2) Commas.
 - 3) Apostrophes.
 - 4) Quotation marks.
- C. Introduce use and application of the colon and semicolon.
- D. Write in complete sentences (subject/predicates).
- E. Distinguish among complete sentences, fragments, and run-on sentences.
- F. Identify and create introductory, body, and conclusion paragraphs.
- G. Develop and write five paragraph essays using a thesis sentence and a variety of prompts.
- H. Apply the writing process.
- I. Develop narrative, descriptive, and expository pieces of writing.
- J. Add to cumulative writing portfolio.
- K. Review types of sentences.
 - 1) Declarative.
 - 2) Exclamatory.
 - 3) Imperative.
 - 4) Interrogative.

2. Content Standard 2 – Students write clearly and effectively. D

- A. Identify and create introductory, body, and conclusion paragraphs.
- B. Develop and write five paragraph essays using a thesis sentence and a variety of prompts.
- C. Apply the Writing Process.
- D. Develop narrative, descriptive, and expository pieces of writing.
- E. Add to cumulative writing portfolio.
- F. Review types of sentences.
 - 1) Declarative.
 - 2) Exclamatory.
 - 3) Imperative.
 - 4) Interrogative.

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers. D**
 - A. Revisit and discuss previous writing samples.
 - 1) Writing portfolio (Two writing samples –Fall and Spring).

- 4. Content Standard 4 – Students write for a variety of purposes and audiences. D**
 - A. Write for different purposes.
 - 1) Character roles.
 - 2) Summaries.
 - 3) Journalism.
 - 4) Creative Writing.

- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing. D**
 - A. Identify and create introductory, body, and conclusion paragraphs.
 - B. Develop and write five paragraph essays using a thesis sentence and a variety of prompts.
 - C. Apply the Writing Process.
 - D. Develop narrative, descriptive, and expository pieces of writing.
 - E. Add to cumulative writing portfolio.
 - F. Review types of sentences.
 - 1) Declarative.
 - 2) Exclamatory.
 - 3) Imperative.
 - 4) Interrogative.

- 6. Content Standard 6 – Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information. D**
 - A. History class will write a research paper.

Written Language Content Standard 1

Students write clearly and effectively.

Benchmarks

Students will:

End of Grade 6	End of Grade 7	End of Grade 8
<ol style="list-style-type: none"> 1. Organize text in paragraphs with topic sentences and organized supporting details. 2. Experiment with transitions between paragraphs. 3. Organize paragraphs in a logical sequence to prove a point. 4. Apply conventions of standard written English. 5. Demonstrate awareness of sentence structure and word choice. 	<ol style="list-style-type: none"> 1. Organize text in paragraphs with topic sentences and organized supporting ideas. 2. Incorporate transitions regularly into multi-paragraph writing. 3. Organize paragraphs in a logical sequence to prove a point. 4. Apply conventions of standard written English. 5. Demonstrate awareness of sentence structure and word choice through variation and use of literary devices. 	<ol style="list-style-type: none"> 1. Organize text in paragraphs with clear beginning, middle, and end, using transitions and logical sequence. 2. Develop a main idea through relevant supporting details. 3. Demonstrate some control of personal voice, sentence structure, and word choice. 4. Apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate to grade level and purpose.

Written Language Content Standard 2

Students apply a range of skills and strategies in the writing process.

Benchmarks

Students will:

End of Grade 6	End of Grade 7	End of Grade 8
<ol style="list-style-type: none"> 1. Plan, generate, and organize ideas to try new strategies. 2. Consider purpose and audience. 3. Write one or more drafts to capture and organize ideas. 4. Edit with assistance by correcting errors. 5. Know capitalization and punctuation. 6. Share/publish a legible final product. 	<ol style="list-style-type: none"> 1. Plan, generate, and organize ideas through a variety of strategies and transitions. 2. Consider purpose and audience. 3. Write several drafts that reveal original ideas and thinking. 4. Edit usage, capitalization, punctuation spelling etc. 5. Share legible final product. 	<ol style="list-style-type: none"> 1. Plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience. 2. Write one or more drafts that capture and organize ideas. 3. Revise writing at the word, sentence, and paragraph levels using feedback from others. 4. Edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage). 5. Share/publish a legible final product.

Written Language Content Standard 3

Students evaluate and reflect on their growth as writers.

Benchmarks

Students will:

End of Grade 6	End of Grade 7	End of Grade 8
<ol style="list-style-type: none">1. Share writing with others, listen to responses, constructively and positively criticize others.2. Identify strengths as a writer.3. Set goals to become successful writers.	<ol style="list-style-type: none">1. Share writing with others.2. Set goals and analyze successes.3. Identify and describe strengths and weaknesses as writers.4. Offer constructive criticism.	<ol style="list-style-type: none">1. Set goals and analyze successes in their own and other's writing.2. Share and discuss their own and others' writing for improvement and growth as writers.3. Identify and describe strengths and weaknesses as writers.

Written Language Content Standard 4

Students write for a variety of purposes and audiences.

Benchmarks

Students will:

End of Grade 6	End of Grade 7	End of Grade 8
<ol style="list-style-type: none">1. Identify purpose and audience.2. Experiment with different genre by writing creatively.	<ol style="list-style-type: none">1. Identify audience and purpose by choosing appropriate topic to persuade, inform, and entertain.2. Experience writing in a variety of genre with audience and purpose in mind.	<ol style="list-style-type: none">1. Identify and analyze characteristics of different forms. (e.g., narrative, journal, technical).2. Write using characteristics of different forms.

Written Language Content Standard 5

Students recognize the structures of various forms and apply these characteristics to their own writing.

Benchmarks

Students will:

End of Grade 6	End of Grade 7	End of Grade 8
<ol style="list-style-type: none">1. Identify the characteristics of different forms (poetry, fiction, nonfiction, technical, and simple report).2. Write using characteristics of different forms.	<ol style="list-style-type: none">1. Identify the characteristics of different forms (poetry, fiction, nonfiction, technical and simple report).2. Write using characteristics of different forms.	<ol style="list-style-type: none">1. Identify and analyze characteristics of different forms and genres.2. Write using characteristics of different forms.

Written Language Content Standard 6

Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

Benchmarks

Students will:

End of Grade 6	End of Grade 7	End of Grade 8
<ol style="list-style-type: none">1. Pose questions or identify problems.2. Use selected technologies and information sources.3. Identify, explanations or solutions and draw a conclusion based on the information.4. Share information in appropriate ways of intended audiences.	<ol style="list-style-type: none">1. Pose questions or identify problems.2. Find and use a variety of technology and information sources.3. Identify several explanations or solutions and draw conclusions based on their analysis of the information.4. Share information in appropriate ways for intended audiences.	<ol style="list-style-type: none">1. Pose questions or identify problems.2. Find and use a variety of technology and information sources.3. Identify several explanations or solutions and draw conclusions based on their analysis of the information.4. Share information in appropriate ways for intended audiences.

High School Voc. English I

- 1. Content Standard 1 – Students write clearly and effectively.**
 - A. Learn and use the rules of capitalization. **D**
 - B. Learn and use the rules for following punctuation: end marks, commas, semicolons, colons, quotation marks, apostrophe, hyphens, and dashes. **D**
 - C. Learn to develop and write complete sentences emphasizing spelling and vocabulary. **D**
 - D. Learn to identify predicates and subjects. **D**

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process.**
 - A. Practice sentence- combining skills. **D**

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Review and critique two writing samples for fall and spring to be put in writing portfolio. **D**

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**

- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.**
 - A. Identify the eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, interjections, and conjunctions. **D**

- 6. Content Standard 6 – Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**

High School Voc. English II

- 1. Content Standard 1 – Students write clearly and effectively**
 - A. Review grammar and mechanics in context of student writing. Journals, poetry, short stories, narratives, and resumes will be in the context of their writing. **D**
 - B. Develop and understand more complex sentence structures. **D**
 - C. Write papers in the five-paragraph style. **D**

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process.**
 - A. Review grammar and mechanics in context of student writing. Journals, poetry, short stories, narratives, and resumes will be in the context of their writing. **D**
 - B. Develop and understand more complex sentence structures. **D**
 - C. Write papers in the five-paragraph style. **D**

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Review and critique two writing samples for fall and spring to be put in writing portfolio. **D**

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**
 - A. Write resumes, application letters, fill out application forms, do job interviews, social security applications. **D**
 - B. Review grammar and mechanics in context of student writing. Journals, poetry, short stories, narratives, and resumes will be in the context of their writing. **D**

- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.**
 - A. Write resumes, application letters, fill out application forms, do job interviews, social security applications. **D**

- 6. Content Standard 6 – Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**
 - A. Write resumes, application letters, fill out application forms, do job interviews, social security applications. **D**

High School English I

- 1. Content Standard 1 – Students write clearly and effectively.**
 - A. Review, practice, and enhance knowledge of eight parts of speech. **D**
 - B. Review and use the following: direct and indirect objects/introduce passive and active sentences. **M**
 - C. Learn and use rules for capitalization. **M**
 - D. Learn and use rules for the following punctuation: end marks, comas, semicolons, colons, quotation marks, apostrophes, hyphens, and dashes. **D**
 - E. Write papers in the five-paragraph style. **I**
 - F. Write a business letter. **I**
 - G. Develop critical reading and writing skills using literature. **I**
 - H. Introduce sentence styles. **D**
 - I. Write one cross-curricular research paper. **I**

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process.**
 - A. Review, practice, and enhance knowledge of eight parts of speech. **D**
 - B. Review and use the following: direct and indirect objects/introduce passive and active sentences. **M**
 - C. Learn and use rules for capitalization. **M**
 - D. Learn and use rules for the following punctuation: end marks, comas, semicolons, colons, quotation marks, apostrophes, hyphens, and dashes. **D**
 - E. Write papers in the five-paragraph style. **I**
 - F. Write a business letter. **I**
 - G. Develop critical reading and writing skills using literature. **I**
 - H. Introduce sentence styles. **D**
 - I. Write one cross-curricular research paper. **I**
 - J. **S**

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Review, practice, and enhance knowledge of eight parts of speech. **D**
 - B. Review and use the following: direct and indirect objects/introduce passive and active sentences. **M**
 - C. Learn and use rules for capitalization. **M**
 - D. Learn and use rules for the following punctuation: end marks, comas, semicolons, colons, quotation marks, apostrophes, hyphens, and dashes. **D**
 - E. Write papers in the five-paragraph style. **I**
 - F. Introduce Sentence styles. **D**
 - G. Write one cross-curriculum research paper. **I**
 - H. Read at least one piece of his/her own writing to the class. **D**
 - I. Choose two (fall/spring) writing samples for writing portfolio. **D**

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**
 - A. Write papers in the five-paragraph style. **I**
 - B. Write a business letter. **I**
 - C. Write one cross-curriculum research paper. **I**
 - D. Read at least one piece of his/her own writing to the class. **D**
 - E. **S**
- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.**
 - A. Review, practice, and enhance knowledge of eight parts of speech. **D**
 - B. Review and use the following: direct and indirect objects/introduce passive and active sentences. **M**
 - C. Learn and use rules for capitalization. **M**
 - D. Learn and use rules for the following punctuation: end marks, comas, semicolons, colons, quotation marks, apostrophes, hyphens, and dashes. **D**
 - E. Write papers in the five-paragraph style. **D**
 - F. Write a business letter. **D**
 - G. Introduce sentence styles. **I**
 - H. **S**
- 6. Content Standard 6 – Students use the inquiry process, problem-solving strategies and resources to synthesize and communicate information.**
 - A. Use research skills.
 - B. Will develop speech skills.
 - 1) Present a 3-5 minute demonstration speech.
 - 2) Present a 2-3 minute informative speech.
 - C. Write papers in the five-paragraph style.
 - D. Write a business letter.
 - E. Be able to cite references properly. (Primary and secondary sources)

High School English II

- 1. Content Standard 1 – Students write clearly and effectively.**
 - A. Review and use the eight parts of speech. **M**
 - B. Be able to identify verbals. **D**
 - C. Be able to identify simple, compound, and complex sentences. **D**
 - i. Practice sentence combining skills.
 - D. Review identification of subjects and predicates. **M**
 - E. Review punctuation. **M**
 - F. Write a business letter. **D**
 - G. Write nonfiction. **D**
 - H. Write papers in the five-paragraph style. **D**

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process.**
 - A. Review and use the eight parts of speech. **M**
 - B. Be able to identify verbals. **D**
 - C. Be able to identify simple, compound, and complex sentences. **D**
 - i. Practice sentence combining skills.
 - D. Review identification of subjects and predicates. **M**
 - E. Review punctuation. **M**
 - F. Write a business letter. **D**
 - G. Write poems applying poetic technique and style. **D**
 - H. Write nonfiction. **D**
 - I. Write papers in the five-paragraph style. **D**
 - J. Write one cross-curriculum research paper. **D**

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Be able to identify simple, compound, and complex sentences. **D**
 - i. Practice sentence combining skills.
 - B. Review identification of subjects and predicates. **M**
 - C. Review punctuation. **M**
 - D. Write a business letter. **D**
 - E. Write poems applying poetic technique and style. **D**
 - F. Write nonfiction. **D**
 - G. Write papers in the five-paragraph style. **D**
 - H. Choose two writing samples (fall/spring) for writing portfolio.

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**
 - A. Be able to identify simple, compound, and complex sentences. **D**
 - i. Practice sentence combining skills.
 - B. Review identification of subjects and predicates. **M**
 - C. Review punctuation. **M**
 - D. Write a business letter. **D**
 - E. Write poems applying poetic technique and style. **D**
 - F. Write nonfiction. **D**
 - G. Write papers in the five-paragraph style. **D**
 - H. Write one cross-curriculum research paper. **D**

- 5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.**
 - A. Review and use the eight parts of speech. **M**
 - B. Be able to identify verbals. **D**
 - C. Be able to identify simple, compound, and complex sentences. **D**
 - i. Practice sentence combining skills.
 - D. Review identification of subjects and predicates. **M**
 - E. Review punctuation. **M**
 - F. Write a business letter. **D**
 - G. Write poems applying poetic technique and style. **D**
 - H. Write nonfiction. **D**
 - I. Write papers in the five-paragraph style. **D**
 - J. Write one cross-curriculum research paper. **D**

- 6. Content Standard 6 – Students use the inquiry process, problem-solving strategies and resources to synthesize and communicate information.**
 - A. Write a business letter. **D**
 - B. Write poems applying poetic technique and style. **D**
 - C. Write nonfiction. **D**
 - D. Write papers in the five-paragraph style. **D**
 - E. Write one cross-curricular research paper. **D**
 - F. Enhance library skills. **D**

High School Jr. English Offerings

- 1. Content Standard 1 – Students write clearly and effectively.**
 - A. Review grammar and mechanics in the context of his/her writing. **M**
 - B. Develop a central thesis. **D**
 - C. Write an extended research paper that examines an important question or issue. **D**
 - D. Develop marketability skills. **I**
 - 1) Will develop and write a resume.
 - 2) Be able to fill out applications effectively.

- 2. Content Standard 2 – Students apply a range of skills and strategies in the writing process.**
 - A. Review grammar and mechanics in the context of his/her writing. **M**
 - B. Develop a central thesis. **D**
 - C. Write an extended research paper that examines an important question or issue. **D**
 - D. Develop marketability skills. **I**
 - 1) Will develop and write a resume.
 - 2) Be able to fill out applications effectively.

- 3. Content Standard 3 – Students evaluate and reflect on their growth as writers.**
 - A. Develop a central thesis. **D**
 - B. Write an extended research paper that examines an important question or issue. **D**
 - C. Choose two writing samples (fall/spring) for writing portfolios.

- 4. Content Standard 4 – Students write for a variety of purposes and audiences.**
 - A. Utilize a variety of sources of information. **M**
 - B. Review grammar and mechanics in the context of his/her writing. **M**
 - C. Develop a central thesis. **D**
 - D. Write an extended research paper that examines an important question or issue. **D**

5. Content Standard 5 – Students recognize the structures of various forms and apply these characteristics to their own writing.

- A. Research and deliver two speeches. **M**
 - 1) 5-7 minute informative.
 - 2) 5-7 minute persuasive.
- B. Develop a central thesis. **D**
- C. Utilize a variety of sources of information. **M**
- D. Develop marketability skills. **I**
 - 1) Will develop and write a resume.
 - 2) Be able to fill out applications effectively.
- E. Write an extended research paper that examines an important question or issue. **D**

High School Senior Eng. Offerings

1. Content Standard 1- Students write clearly and effectively.

- A. Develop understanding of context and direction in thesis. **D**
- B. Develop understanding of more complex sentence structures including: noun, adjective, and adverb clauses. **D**
- C. Develop understanding of more complex punctuation. **D**
 - 1) Recommended: premise: explanation, dashes, block quotations, and reference citation.
- D. Upgrade his/her resume and have it on file. **D**
- E. Write a minimum of five extemporaneous essays in hour-long blocks in response to literature. **D**
- F. Process three interpretative essays with final typewritten 2-3 page final product for each. **D**
- G. Write a 3- 5 page composition on a contemporary issue. **D**

2. Content Standard 2- Students apply a range of skills and strategies in the writing process.

- A. Develop understanding of context and direction in thesis. **D**
- B. Develop understanding of more complex sentence structures including: noun, adjective, and adverb clauses. **D**
- C. Develop understanding of more complex punctuation. **D**
 - 1) Recommended: premise: explanation, dashes, block quotations and reference citation.
- D. Upgrade his/her resume and have it on file. **D**
- E. Write a minimum of five extemporaneous essays in hour-long blocks in response to literature. **D**
- F. Process three interpretative essays with final typewritten 2-3 page final product for each. **D**

3. Content Standard 3- Students evaluate and reflect on their growth as writers.

- A. Develop understanding of context and directions in thesis. **D**
- B. Develop understanding of more complex sentence structures including: noun, adjective, and adverb clauses. **D**
- C. Develop understanding of more complex punctuation. **D**
 - 1) Recommended: premise: explanation, dashes, block quotations, and reference citation.
- D. Upgrade his/her resume and have it on file. **D**
- E. Write a minimum of five extemporaneous essays in hour-long blocks in response to literature. **D**
- F. Process three interpretative essays with final typewritten 2-3 page final product for each. **D**
- G. Write a 3-5 page composition on a contemporary issue. **D**
- H. Choose two writing samples (fall/spring) for his/her portfolio. **D**

4. Content Standard 4- Students write for a variety of purposes and audiences.

- A. Develop understanding of context and direction in thesis. **D**
- B. Develop understanding of more complex sentence structures including: noun, adjective, and adverb clauses. **D**
- C. Develop understanding of more complex punctuation. **D**
 - 1) Recommended: premise: explanation, dashes, block quotations, and reference citation.
- D. Upgrade his/her resume and have it on file. **D**
- E. Write a minimum of five extemporaneous essays in hour-long blocks in response to literature. **D**
- F. Process three interpretative essays with final typewritten 2-3 page final product for each. **D**
- G. Write a 3-5-page composition on a contemporary issue. **D**
- H. Review and update resume and cover letter, and participate in a mock interview. **D**
- I. Enter into UN contest or other writing contest. **D**
- J. Write and perform commercials. **D**
- K. Write persuasive/complaint letter. **M**
- L. Read and write Letters to the Editor. **M**
- M. Analyze and write ads. **D**
- N. Read and write reviews. **D**

5. Content Standard 5- Students recognize the structures of various forms and apply these characteristics to their own writing.

- A. Develop understanding of context and direction in thesis. **D**
- B. Develop understanding of more complex sentence structures including: noun, adjective, and adverb clauses. **D**
- C. Develop understanding of more complete punctuation. **D**
 - 1) Recommended: premise: explanation, dashes, block quotations, and reference citation.
- D. Upgrade his/her resume and have it on file. **D**
- E. Write a minimum of five extemporaneous essays in hour-long blocks in response to literature. **D**
- F. Process three interpretative essays with final typewritten 2-3 page final product for each. **D**
- G. Write a 3-5-page composition on a contemporary issue. **D**

6. Content Standard 6- Students use the inquiry process, problem-solving strategies and resources to synthesize and communicate information.

- A. Develop understanding of context and directions in thesis. **D**
- B. Upgrade his/her resume and have it on file. **D**
- C. Write a minimum of five extemporaneous essays in hour-long blocks in response to literature. **D**
- D. Process three interpretative essays with final typewritten 2-3 page final product for each. **D**
- E. Write a 3-5-page composition on a contemporary issue. **D**

Written Language Content Standard 1

Students write clearly and effectively.

Benchmarks

Students will:

End of Grades 9-12

- | |
|---|
| <ol style="list-style-type: none">1. Organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence.2. Develop and elaborate main ideas through relevant and specific supporting details.3. Demonstrate purposeful control of personal voice, sentence structure, and word choice.4. Apply conventions of standard written English (e.g. spelling, punctuation, usage) appropriate for grade level and purpose. |
|---|

Written Language Content Standard 2

Students apply a range of skills and strategies in the writing process.

Benchmarks

Students will:

End of Grade 9-12

- | |
|---|
| <ol style="list-style-type: none">1. Plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and audience.2. Write one or more drafts that capture, explore, and organize ideas.3. Revise writing by seeking feedback from others and making appropriate changes to improve text.4. Edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).5. Share/publish a legible final product. |
|---|

Written Language Content Standard 3

Students evaluate and reflect on their growth as writers.

Benchmarks

Students will:

End of Grade 9-12

- | |
|---|
| <ol style="list-style-type: none">1. Set goals and evaluate successes in their own and others' writing.2. Seek and use feedback from others and offer constructive criticism to others.3. Analyze and evaluate strengths and weaknesses as writers. |
|---|

Written Language Content Standard 4

Students write for a variety of purposes and audiences.

Benchmarks

Students will:

End of Grade 9-12

- | |
|---|
| <ol style="list-style-type: none">1. Identify, analyze and evaluate characteristics of different forms (e.g., multiparagraph essays, persuasive, expository, argumentative).2. Write using characteristics of different forms. |
|---|

Written Language Content Standard 5

Students recognize the structures of various forms and apply these characteristics to their own writing.

Benchmarks

Students will:

End of Grade 9-12

- | |
|--|
| <ol style="list-style-type: none">1. Identify, analyze, and evaluate characteristics of different forms and genres. (e.g., multi-paragraph essays, persuasive, expository, and argumentative.) |
|--|

Written Language Content Standard 6

Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

Benchmarks

Students will:

End of Grade 9-12

- | |
|--|
| <ol style="list-style-type: none">1. Pose questions or identify problems.2. Find, evaluate and use a variety of technologies and information sources.3. Identify and investigate alternative explanations or solutions and use criteria to draw and defend conclusions based on their analysis and evaluation of the information.4. Share information in appropriate ways for intended audiences. |
|--|