

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 9-12

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

CCSU Comprehensive Curriculum for Writing Literacy

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	<p>WHS: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</p>	Writing Process	<p>Prewrite, draft, revise, and edit (1a)</p> <p>Compose a multi-paragraph piece of writing that includes an introduction, supporting paragraphs, a conclusion, and transitional words and phrases (1b)</p> <p>Use variety of organizational structures within paragraphs or within texts appropriate to the task: description, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, deductive/inductive (1c)</p> <p>Edit elements identified in Power Standard #2 (1d)</p>
1.6	<p>WHS: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> • Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns State • Applying capitalization rules State • Applying appropriate punctuation rules to various sentence patterns State 	Writing Conventions	<p>Correct grammatical errors (2a)</p> <p>Use punctuation to clarify meaning (2b)</p>

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.6</p>	<p>WHS: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> Independently applying spelling knowledge in proofreading and editing of writing Applying conventional and word-derivative spelling patterns/ rules, to new situations, including syllable division, stressed/unstressed syllables, <u>and correct spelling of content-area vocabulary</u> <p style="text-align: right;">State</p> <p>EXAMPLES: doubling with polysyllabic base words, consonant or vowel changes within words, assimilated prefixes, Greek and Latin roots, syllable division</p> <ul style="list-style-type: none"> Correctly spelling grade-appropriate word groups that share a common root (e.g., “<u>hydroplane,</u>” “<u>hydrometer,</u>” “<u>dehydrated</u>”; or “<u>transfer,</u>” “<u>inference,</u>” “<u>conference,</u>” “<u>deferred,</u>” “<u>refer</u>”) Using a <u>variety</u> of resources to correct spelling 	<p>Writing Conventions</p>	<p>Apply spelling knowledge in proofreading and editing writing (2c)</p> <p>Use resources to correct spelling (2d)</p> <p>Recognize spelling/meaning connections including foreign derivations (2e)</p>
<p>5.18</p>	<p>WHS: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <u>Writing a variety of correct sentences, using embedded phrases and clauses</u> <p style="text-align: right;">State</p> <ul style="list-style-type: none"> Using the paragraph form: indenting, main idea, supporting details Identifying organizational structures <i>within</i> paragraphs or <i>within</i> texts <p style="text-align: right;">State</p> <p>EXAMPLES: description, chronology, proposition/ support, compare/contrast, problem/solution, cause/effect, <u>deductive/inductive</u></p>	<p>Structures of Language</p>	

CCSU Comprehensive Curriculum for Writing Literacy

	<ul style="list-style-type: none"> Using a format and text structure appropriate to the purpose of the writing <p style="text-align: right;">State</p>		
1.7, 5.11, 5.13	<p>WHS: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <ul style="list-style-type: none"> Selecting key ideas to set context <u>appropriate to audience</u> <p style="text-align: right;">State</p> <ul style="list-style-type: none"> <u>Making thematic connections</u> between texts, prior knowledge, or the broader world of ideas <p style="text-align: right;">State</p>	<p>Writing in Response to Literary or Informational Text</p>	<p>Set context by selecting key information to summarize text (3a)</p> <p>Refer to critical sources to support interpretive claims (3d)</p>
1.7, 5.11, 5.13	<p>WHS: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> <u>Establishing an interpretative claim in the form of a focus/thesis statement when given a prompt</u> <p style="text-align: right;">State</p> <ul style="list-style-type: none"> Using specific details and references to text or specific citations to support <u>interpretative claims</u> <p style="text-align: right;">State</p> <ul style="list-style-type: none"> <u>Supporting interpretative claims with references to critical sources about text</u> <u>Interpreting the author's decisions regarding elements of the text</u> <p style="text-align: center;"><u>EXAMPLES: ambiguities, subtleties, contradictions, ironies, symbols, and nuances</u></p>	<p>Writing in Response to Literary or Informational Text</p>	<p>State focus, firm judgment, point of view, or interpretive claim in response to question (3b)</p> <p>Maintain and support focus with specific evidence from texts which shows understanding of text and connects to broader world of ideas (3c)</p> <p>Use citations where appropriate (3g)</p>

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.7, 5.11, 5.13</p>	<p>WHS: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> Organizing ideas <u>so that the reader can easily follow the writer's line of thinking, using effective transitions</u>, and drawing a conclusion by synthesizing information State Addressing readers' possible questions State Using effective voice and tone (word choice and sentence patterns) for desired effect on reader State Excluding loosely related or extraneous information 	<p>Writing in Response to Literary or Informational Text</p>	<p>Organize ideas so that the reader can easily follow writer's thinking including context, transitions, conclusion, explanation (3e)</p> <p>Use appropriate voice/tone (3f)</p>
<p>1.8, 1.19</p>	<p>WHS: 8 In reports, students organize information/concepts by...</p> <ul style="list-style-type: none"> Using an organizational text structure appropriate to focus/controlling idea State EXAMPLES: chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive</u> Selecting appropriate information to set context <u>throughout the report</u>; may include a lead/hook State Using transition words or phrases appropriate to organizational text structure State Drawing a conclusion by synthesizing information from report <u>and relating it to broader ideas/concepts</u> State 	<p>Informational Writing: Reports</p>	<p>Use organizational text structure appropriate to focus/controlling idea (description, chronological, proposition/support, compare/contrast, cause/effect, investigation, procedure) (4d)</p> <p>Use transition words, phrases appropriate to text structure (4e)</p> <p>Cite sources in appropriate format as needed (4g)</p>

CCSU Comprehensive Curriculum for Writing Literacy

	<ul style="list-style-type: none"> • Obtaining information from multiple locations or sources when appropriate • Listing and citing sources, using accepted format, if appropriate 		
1.8, 1.19	<p>WHS: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> • Stating and maintaining a focus/controlling idea/thesis (purpose) State • Writing with a sense of audience, if appropriate State • Establishing an authoritative stance, when appropriate State 	Informational Writing: Reports	<p>State and maintain a perspective on a subject/topic (4b)</p> <p>Demonstrate awareness of audience (4c)</p>
1.8, 1.19	<p>WHS: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> • Including facts and details relevant to focus/controlling idea, and excluding extraneous information State • Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images State • Addressing readers' concerns State • Commenting on the significance of the information <u>throughout the report</u> 	Informational Writing: Reports	<p>Include detail/information/ideas of adequate depth and relevance to focus/controlling idea (4f)</p> <p>Comment on significance of information throughout the report (4h)</p>

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.9, 5.11</p>	<p>WHS: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> • <u>Engaging readers by creating context relevant to central idea and/or tension</u> • Creating a clear and coherent (logically consistent) story line • Using a variety of <u>techniques</u> to dramatize events EXAMPLES: <u>flashbacks, foreshadowing, paragraphing</u> • Establishing character motivation, problem/conflict/challenge, and resolution, and maintaining point of view 	<p>Expressive Writing: Narratives</p>	<p>Create a story line (5a)</p> <p>Establish context (setting or background, character motivation, problem/conflict/ challenge and resolution) (5b)</p> <p>Use transitions to establish clear chronology, enhance meaning (ellipses, time transitions, white space) (5c)</p>
<p>1.9, 5.11</p>	<p>WHS: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> • Creating images, using relevant and descriptive details and sensory language to advance the story line (purpose) • Using dialogue to advance action • Developing characters through description, speech and actions, and relationships with other characters, when appropriate • Using voice appropriate to purpose • Maintaining focus or <u>theme</u> • Controlling the pace of the story 	<p>Expressive Writing: Narratives</p>	<p>Develop characters through the use of dialog, description, and imagery (5d)</p> <p>Maintain point of view (1st person, 3rd person, or omniscient) (5e)</p> <p>Control pace of story (5f)</p>

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.10</p>	<p>WHS: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> • Providing a purpose by giving context to let the reader know when the procedure is appropriate • <u>Using and defining specific technical vocabulary, appropriate to audience and purpose</u> • Using a variety of transitions to arrange the steps in a logical manner • Using details and examples to help the reader understand and visualize the process • Providing a list of specific materials/<u>equipment</u>, if appropriate • Providing a conclusion that advances the reader’s understanding or appreciation of the process 	<p>Informational Writing: Procedures</p>	<p>In procedures, provide a list of specific materials/equipment if appropriate (4k)</p>
<p>1.10</p>	<p>WHS: 14 In written procedures, students anticipate the readers’ needs by...</p> <ul style="list-style-type: none"> • Addressing problems that might arise for the reader • Creating a format that is easy to follow • <u>Using a variety of strategies and technology to ensure the procedure is user-friendly</u> EXAMPLES: <u>imagery, analogies, and appropriate graphics</u> 	<p>Informational Writing: Procedures</p>	
<p>1.11</p>	<p>WHS: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <ul style="list-style-type: none"> • Establishing necessary context, taking audience into account, as needed State • Stating and maintaining a clear position on the problem or issue (purpose) State 	<p>Informational Writing: Persuasive Writing</p>	

CCSU Comprehensive Curriculum for Writing Literacy

	<ul style="list-style-type: none"> • <u>Taking an authoritative stance</u> 		
1.11	<p>WHS: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <ul style="list-style-type: none"> • <u>Providing a hook</u> • Arranging supporting evidence persuasively <u>with effective use of transitional words and phrases</u> State • Providing convincing and <u>relevant arguments and/or reasons</u> State • <u>Using a range of strategies to elaborate and persuade</u> EXAMPLES: <u>statistics, appeals to logic, appeals to emotion, experience, case studies, expert opinion.</u> State • Addressing the reader's potential concerns or counterarguments State • <u>Writing an effective conclusion</u> State 	<p>Informational Writing: Persuasive Writing</p>	<p>Write introduction to set context with appropriate information and hook (4a)</p> <p>Use a range of strategies to elaborate and persuade such as statistics, appeals to logic and/or emotion, experience, case studies, expert opinion (4i)</p> <p>Address reader's concerns and/or needs, or counterarguments (4j)</p> <p>Write an effective/appropriate conclusion (4l)</p>
1.12	<p>WHS: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> • Using concrete details and sensory language to establish context/occasion (purpose) State • Establishing or evolving focus/purpose State • Establishing individual, thoughtful voice and style 	<p>Expressive Writing: Reflective Essay</p>	<p>Use concrete details and sensory language to establish context (5g)</p> <p>Establish or evolve focus (5h)</p> <p>Use a variety of techniques for reflecting (questions, compares, connects, using figurative language) and interpreting evidence (5i)</p>

CCSU Comprehensive Curriculum for Writing Literacy

	<ul style="list-style-type: none"> Using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language <p style="text-align: right;">State</p> <ul style="list-style-type: none"> Having coherent organization through a natural progression of ideas Leaving reader with something to think about 		<p>Use coherent organization (5 j)</p> <p>Leave reader with something to think about (5k)</p>
1.23, 5.11	<p>WHS: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> Writing poems in a variety of voices for a variety of audiences (purpose) Writing poems that express mood, thought, or feeling Choosing conventional or alternative text structures to achieve impact 	Expressive Writing: Poetry	
1.23, 5.11	<p>WHS: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> Selecting vocabulary according to purpose or for effect on audience Using rhyme, rhythm, <u>literary elements</u>, or figurative language EXAMPLES: simile, personification, alliteration, onomatopoeia, metaphor Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact Using a variety of poetic forms 	Expressive Writing: Poetry	