**GRADES 11-12-Text Types and Purposes**

**Writing Standard 1**

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| **College and Career Readiness (CCR) Anchor Writing Standard Text Types and Purposes (1):**  Write arguments to support claim(s)s in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | |
| **CCSS – Grade Specific Writing Standard 1: Text Types and Purposes** | | | |
| **Grade 9-10:** Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence.  b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  **e.** Provide a concluding statement or section that follows from and supports the argument presented. | | **Grades 11-12: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**  **a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaim(s), reasons, and evidence.**  **b. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.**  **c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s)and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).**  **d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**  **e. Provide a concluding statement or**  **section that follows from and supports**  **the argument presented.** | |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Persuasion and argument * Difference between relevant and irrelevant evidence * Reason(s) (e.g., position, claims/counterclaims, support, debatable issue as opposed to single-sided issue or report topic) * Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts) * Style (e.g., formal, informal, specific to audience) * Reasoned and logical argument/case * Primary sources * Secondary sources (e.g., UDLib/Search) * Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions/action, provides background information, commands reader’s attention) * Awareness of audience * Organizational pattern/ structure * Cohesive and transitional devices (e.g., words, phrases, clauses) * Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement) * Effective persuasive and propaganda techniques (e.g., appeal to emotion, testimonial; avoiding logical fallacies such as name calling, exaggeration, bandwagon) * Effective rhetorical devices (e.g., rhetorical question, repetition, direct address) * Format choices (e.g., letter-business, personnel, editorial, review, debate brief, persuasive essays, proposals, advertisements, position papers) * Effective conclusion (e.g., one that provides call to action/next step or answers the “so what” question, moves beyond summary) * Objective tone (e.g., academic, formal, reasoned, fact-based) * Norms and conventions of the discipline in which they are writing (e.g., language for legislative proposals, persuasive speech, debate) | * Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. * Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | | * Identify a debatable, substantive issue * Distinguish between the pros and cons and identify their strengths and limitations * Select a position/claim(s) * Develop a position/claim(s) * Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides * acknowledging the opposing point of view * differentiating between relevant and irrelevant reasons/evidence * including an appropriate variety of reasons/evidence including primary and secondary sources * addressing the needs of the audience * prioritizing the reasons/evidence * Select an appropriate writing format * Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by * introducing substantive claim(s) * organizing the reasons and evidence logically * supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text and anticipating the audience’s knowledge level, concerns, values, and possible biases * acknowledging alternate or opposing claim(s) anticipating the audience’s knowledge level, concerns, values, and possible biases * providing a concluding statement or section that follows from and supports the argument presented. * using words, phrases, and clauses, as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s), between reasons, and evidence, between claim(s) and counterclaim(s) * establishing and maintaining a formal, consistent and appropriate style |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 11-12)**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |

**GRADES 11-12-Text Types and Purposes**

**Writing Standard 2**

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| **College and Career Readiness (CCR) Anchor Writing Standard Text Types and Purposes (2):**  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | | |
| **CCSS – Grade Specific Writing Standard 2: Text Types and Purposes** | | | |
| **Grade 9-10:** Grade 9-10: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | | **Grades 11-12: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**  **a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**  **b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**  **c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**  **d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**  **e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**  **f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).** | |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Informative/explanatory writing ( to include literary nonfiction) * Topic/Thesis * Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, examples, surveys, observations, interviews) * Organizational patterns (e.g., concept definition, classification, comparison/contrast, and cause/effect, problem-solution, time order) * Formatting devices (e.g., headings) * Graphics (e.g., charts, figures, tables) * Multimedia * Domain-specific vocabulary * Use non-literal language (e.g., idioms, slang, figurative language, dialect pun) that supports the informative/expository purpose * Style (e.g., formal, informal, specific to audience) * Objective tone * Primary sources * Secondary sources (e.g., UDLib/Search) * Effective introduction/hook (e.g., one that presents a thesis that goes beyond the obvious and provides necessary background information) * Awareness of audience * Transition words, phrases, clauses * Syntax * Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) * Effective conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues and/or generating a hypothesis) | * Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly and effectively. * Good authors use informative/explanatory writing to communicate information related to real-world tasks. * Good authors use model/example texts to guide them as they compose informative/expository texts. * Good readers and writers write to make meaning of what they read. | | * Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment * Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select the most significant facts, definitions, concrete details, quotations or other information and examples * differentiating between relevant and irrelevant information * addressing the needs of the audience * generating new ideas and/or perspectives * avoiding plagiarism * selecting an organizational pattern appropriate for the topic and purpose * Select an appropriate writing form * Write informative/ explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by * engaging the reader with an introduction/hook that presents the topic * introducing the topic and/or thesis when appropriate * organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole * addressing the needs of the audience * developing the topic thoroughly by selecting the most significant, and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic * using appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts * using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic * establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline * including formatting devices, graphics, and multimedia when useful to aiding comprehension * providing a concluding statement or section that follows from and supports the information or explanation presented |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 11-12)**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |

**GRADES 11-12-Text Types and Purposes**

**Writing Standard 3**

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| **College and Career Readiness (CCR) Anchor Writing Standard Text Types and Purposes (3):**  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen  details, and well-structured event sequences. | |
| **CCSS – Grade Specific Writing Standard 3: Text Types and Purposes** | |
| **Grade 9-10:** Write narratives to  develop real or imagined experiences or  events using effective technique, well-  chosen details, and well-structured event  sequences.  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **Grades 11-12: Write narratives to develop real**  **or imagined experiences or events using**  **effective technique, well-chosen details, and**  **well-structured event sequences.**  **a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**  **b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**  **c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**  **d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**  **e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.** |

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| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Narrative writing (e.g., biographical, personal, fictional) * Topic * Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) * Character types (e.g., dynamic, flat, foil, round) * Narrative techniques (e.g., dialogue, description, pacing) * Point of view (e.g., first person, third person) * Elaboration * Awareness of audience * Plot/plot lines (e.g., conflict, climax, resolution) * Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback) * Relevant, concrete details/examples * Difference between relevant and irrelevant details * Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) * Transitional words and phrases * Coherence (paragraph unity, sentence cohesion, parallelism) * Closure/ending/conclusion (e.g., one that reflects on what is experienced, observed, or resolved over the course of the narrative) * Forms (e.g., short stories, journals, poems, personal essays, memoir, autobiography) * Mood/reader’s reaction (e.g., humorous, light, mysterious) | * Good authors of narrative writing effectively develop stories to immerse the reader in the experience or event. * Good authors use model/example texts to guide them as they compose their own narrative pieces. * Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. | * Select/identify real or imagined experiences or event(s) to tell about * Select/identify point of view through which the narrative will be told * Select/identify details about an event(s) and people * providing or withholding key details for effect (e.g., to create tension, suspense) * addressing the needs of the audience * selecting an organizational pattern appropriate for the topic and purpose * Select an appropriate writing form * Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured   event sequences (including plot lines if appropriate) by   * engaging and orienting the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters * creating a smooth progression of experiences or events * organizing an event sequence that unfolds naturally and logically * using narrative techniques, such as dialogue, description, pacing, reflection, and multiple plot lines to develop experiences and events and/or characters * using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome * using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters * providing a conclusion that follows from an reflects on what is experienced, observed, or resolved over the course of the narrative |
| **Range of Writing**  **CCSS – Grade Specific Writing Standard 10 (Grade 11-12)**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | |