

# Writing Standards

**GRADES 9-10**



**Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.**

| Standard Code           | Standard                                                                                                                                                                                                                         | Top Score Writing Lessons   |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>9.W.1<br/>10.W.1</b> | Write arguments in a variety of forms that:                                                                                                                                                                                      | Lessons 47-73               |
|                         | a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.                         | Lessons 49-52               |
|                         | b. Use rhetorical strategies to enhance the effectiveness of the claim.                                                                                                                                                          | Lessons 58-62               |
|                         | c. Develop claim(s) and counterclaims 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.                     | Lessons 53-56, 58-62, 64-67 |
|                         | d. Use effective transitions 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 counterclaims.          | Lesson 57                   |
|                         | e. Establish and maintain a consistent style and tone appropriate for the purpose and audience.                                                                                                                                  | Lessons 47-73               |
|                         | f. Provide a concluding statement or section that follows from and supports the argument presented. (E)                                                                                                                          | Lessons 63, 68              |
| <b>9.W.2<br/>10.W.2</b> | Write informative compositions on a variety of topics that:                                                                                                                                                                      | Lessons 21-46               |
|                         | a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.                                                                                                       | Lessons 25-26               |
|                         | b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | Lessons 27-29, 31-35, 37-38 |
|                         | c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                                                                          | Lessons 30, 41              |
|                         | d. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.                                       | Teacher-directed            |
|                         | e. Establish and maintain a style appropriate for the purpose and audience.                                                                                                                                                      | Lessons 21-46               |
|                         | f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)                                          | Lessons 36, 39-40           |

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| <b>9.W.3</b><br><b>10.W.3</b> | Write narrative compositions in a variety of forms that:                                                                                                                                                                                                                                     | Teacher-directed                                 |
|                               | 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.                                                                                                            |                                                  |
|                               | b. Create a smooth progression of experiences or events.                                                                                                                                                                                                                                     |                                                  |
|                               | c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.                                                                                                                                    |                                                  |
|                               | d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                                                                                                                                                                              |                                                  |
|                               | e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.                                                                                                                                    |                                                  |
|                               | f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)                                                                                                                                                           |                                                  |
| <b>9.W.4</b><br><b>10.W.4</b> | Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.                                                                                                                                                                      | Lessons 1-4, 10, 19, 21-24, 43, 45-50, 70, 72-73 |
|                               | a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.               | Teacher-directed                                 |
|                               | b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia). |                                                  |
|                               | c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.                                                                                    | Lesson 90                                        |
| <b>9.W.5</b><br><b>10.W.5</b> | Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.                                                                                                                                                               | Lessons 74-90                                    |
|                               | a. Formulate an inquiry question and refine and narrow the focus as research evolves.                                                                                                                                                                                                        |                                                  |
|                               | b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.                                                                                                                                                               |                                                  |
|                               | c. Assess the usefulness of each source in answering the research question.                                                                                                                                                                                                                  |                                                  |
|                               | d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.                                                                                                                                                                                             |                                                  |
|                               | e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.                                                                                                                                                                          |                                                  |
|                               | f. Present information, choosing from a variety of formats. (E)                                                                                                                                                                                                                              |                                                  |

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| <b>9.W.6</b><br><b>10.W.6</b> | <p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"><li>a. Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.</li><li>b. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)</li></ul> | Teacher-directed |
| <b>9.W.7</b><br><b>10.W.7</b> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <ul style="list-style-type: none"><li>a. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)</li></ul>                                                                                 | Teacher-directed |