### Grades 11-12 Writing: Text Types and Purposes

#### Essential Questions:
1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

#### Essential Vocabulary:
- bias
- claim
- sequencing
- counterclaim
- concede
- refute
- appeal
- rhetoric
- cohesion
- thesis
- metaphor
- simile
- analogy
- syntax
- tone
- thesis
- hook
- narration
- memoir
- biography
- autobiography
- point of view

#### College and Career Readiness Anchor Standard 1 for Writing:
**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse 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 claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims 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 counterclaims.

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.

### 11-12 Grade Enduring Understandings

#### Prior Background Knowledge Required:
**Students will:**
- write an organized argument which includes counterclaims.
- use transitions to connect ideas.
- evaluate strengths and limitations of claims/counterclaims.
- tailor language to a specific audience, structure, and discipline.

#### Students will know...

**Vocabulary:**
- bias
- claim
- sequencing
- counterclaim
- concede
- refute
- appeal
- rhetoric
- cohesion
- thesis

#### Students will understand...

- that critical writers analyze sources to determine their reliability.
- that relevant evidence is necessary to substantiate a claim.
- that there is a logical sequence that includes an introduction, concrete details, analysis, evidence, and a conclusion when writing an argument.
- that writers have to

#### Students will be able to...

- investigate and evaluate evidence that supports their claim and counterclaim.
- create an argumentative piece with a claim.
- write a cohesive piece in a formal style.
- demonstrate control of communication skills according to purpose, audience, subject, and structure.

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| • write a logical conclusion. | • anticipate the audiences’ knowledge level, concerns, values, and possible biases when developing claims and counterclaims. | • evaluate the reliability, authenticity, and merit of information conveyed in textual works. |

X

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College and Career Readiness Anchor Standard 2 for Writing: 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.

W.11-12.2 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). |

11-12 Grade Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
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</thead>
<tbody>
<tr>
<td>• write a clear, objective, informative text.</td>
</tr>
<tr>
<td>• choose and organize relevant, sufficient facts and details that enhance the writing.</td>
</tr>
<tr>
<td>• organize complex ideas, utilizing transitions.</td>
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<tr>
<td>• embed quotations.</td>
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<tr>
<td>• use precise language relevant to the topic.</td>
</tr>
<tr>
<td>• write in a style appropriate for the audience and purpose.</td>
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<tr>
<td>• write a conclusion that summarizes or supports information presented.</td>
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<table>
<thead>
<tr>
<th>Students will know... Vocabulary:</th>
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<tbody>
<tr>
<td>• metaphor</td>
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<td>• simile</td>
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<td>• analogy</td>
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<tr>
<td>• syntax</td>
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<td>• tone</td>
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<tr>
<td>• thesis</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will understand...</th>
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</thead>
<tbody>
<tr>
<td>• that critical writers analyze sources to determine their reliability.</td>
</tr>
<tr>
<td>• that there is a logical sequence that includes an introduction, concrete details, analysis, evidence, and a conclusion when writing an argument.</td>
</tr>
<tr>
<td>• that domain specific vocabulary and techniques, such as metaphor and simile, help to manage the complexity of the topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will be able to...</th>
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</thead>
<tbody>
<tr>
<td>• evaluate the reliability, authenticity, and merit of information conveyed in textual works.</td>
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<tr>
<td>• articulate the significance of their topic through the use of relevant facts.</td>
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<tr>
<td>• develop an advanced thesis.</td>
</tr>
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<td>• apply figurative language in order to adjust the complexity of the topic.</td>
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<td>• use parenthetical citations.</td>
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<tr>
<td>• write a cohesive informative/explanatory piece in a formal style.</td>
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<tr>
<td>• demonstrate control of communication skills according to purpose, audience, subject, and structure.</td>
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<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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<tbody>
<tr>
<td>Students will...</td>
<td><strong>Vocabulary:</strong></td>
<td><strong>that a narrative follows a logical sequence that includes an introduction, concrete details, and a conclusion.</strong></td>
<td><strong>sequence events logically.</strong></td>
</tr>
<tr>
<td>• write a vivid narrative using multiple techniques.</td>
<td>• hook</td>
<td>• that narrative techniques build sequence the events so they build on one another and create a cohesive whole.</td>
<td>• include precise words and sensory details to create a picture for the reader.</td>
</tr>
<tr>
<td>• develop the plot in a logical and/or sequential order.</td>
<td>• narration</td>
<td>• that tone and outcome engage the reader.</td>
<td>• create a cohesive narrative piece that builds toward a particular tone and outcome.</td>
</tr>
<tr>
<td>• choose relevant details and precise and sensory language.</td>
<td>• memoir</td>
<td>• that pacing impacts a reader’s experience.</td>
<td>• write a reflective conclusion.</td>
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<td>• write a reflective conclusion.</td>
<td>• biography</td>
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<td></td>
<td>• autobiography</td>
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<td></td>
<td>• appropriate point of view</td>
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</tbody>
</table>
### Grades 11-12 Writing: Production and Distribution of Writing

**Essential Questions:**
1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

**Essential Vocabulary:** ideas/content, organization, voice, word choice (i.e. informal and formal diction), sentence fluency, conventions, informal and formal style, counter claim, argumentation, analysis, syntax, conventions, multi-draft, connotation, denotation, revise, edit, database, internet domains (.org, .gov, .com, .edu, .net), on-line learning environments and online resources (e.g. shared documents, wikis), MLA and APA formats

**College and Career Readiness Anchor Standard 4 for Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### 11-12 Grade Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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<tbody>
<tr>
<td>Students will...</td>
<td><strong>Vocabulary:</strong></td>
<td>• that writing can have different purposes.</td>
<td>• write for a specific purpose.</td>
</tr>
<tr>
<td>• have multiple writing experiences.</td>
<td>• ideas/content</td>
<td>• that different types of writing have different organizational structures.</td>
<td>• choose a structure appropriate to the task and grade level expectation.</td>
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<td></td>
<td>• organization</td>
<td>• that task and purpose are reflected in organization and development of a topic.</td>
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<td></td>
<td>• voice</td>
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<td>• word choice (i.e. informal and formal diction)</td>
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<td></td>
<td>• sentence fluency</td>
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<td>• conventions</td>
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<td></td>
<td>• informal and formal style</td>
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<td>• counter claim</td>
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<td>• argumentation</td>
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<td>• analysis</td>
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</table>
### College and Career Readiness Anchor Standard 5 for Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 55.)

#### 11-12 Grade Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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<tr>
<td>Required:</td>
<td>Vocabulary:</td>
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<tr>
<td>Students will...</td>
<td>syntax</td>
<td>that revision is necessary</td>
<td>prewrite using a prewriting</td>
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<td></td>
<td>conventions</td>
<td>for growth.</td>
<td>strategy.</td>
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<td></td>
<td>multi-draft</td>
<td>that revision may take</td>
<td>revise and edit writing</td>
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<td></td>
<td>connotation</td>
<td>multiple attempts.</td>
<td>based on feedback (i.e. self,</td>
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<td></td>
<td>denotation</td>
<td>that multiple writing</td>
<td>peer, and adult).</td>
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<td></td>
<td>revise</td>
<td>experiences will strengthen</td>
<td>try new approaches for</td>
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<td></td>
<td>edit</td>
<td>their command of composition.</td>
<td>purpose and effect as</td>
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<td>that purposeful planning</td>
<td>needed.</td>
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<td>leads to more effective</td>
<td>reflect upon their own</td>
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<td></td>
<td></td>
<td>writing.</td>
<td>writing and make revisions</td>
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<td>that using conventions</td>
<td>with a specific purpose.</td>
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<td>appropriately and correctly</td>
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<td></td>
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<td>aids understanding.</td>
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<td>that attention to audience is</td>
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<td>imperative.</td>
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</table>

### College and Career Readiness Anchor Standard 6 for Writing: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### 11-12 Grade Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Vocabulary:</td>
<td></td>
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</tr>
<tr>
<td>Students will...</td>
<td>database</td>
<td>that technology (i.e. the</td>
<td>evaluate and use a variety</td>
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<td></td>
<td>Internet domains</td>
<td>Internet) provides a forum</td>
<td>of technologies and</td>
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<td></td>
<td></td>
<td>for publication,</td>
<td>information sources.</td>
</tr>
<tr>
<td>• navigate the Internet and databases.</td>
<td>on-line learning environments</td>
<td>online resources (e.g. shared documents, wikis)</td>
<td>MLA and APA formats</td>
</tr>
<tr>
<td>• cite sources using appropriate formatting.</td>
<td>navigate the internet and databases.</td>
<td>cite sources using appropriate formatting.</td>
<td>upload and download documents.</td>
</tr>
<tr>
<td>• upload and download documents.</td>
<td>use technology to generate a product and collaborate with others.</td>
<td>respond to feedback, including argument or information.</td>
<td></td>
</tr>
</tbody>
</table>
# Grades 11-12 Writing: Research To Build Present Knowledge

## Essential Questions:
1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

## Essential Vocabulary:
- inquiry
- synthesize
- database
- peer-reviewed articles within databases
- cohesion
- syntax
- thesis
- annotation
- objectivity
- inference
- connotation
- premise
- advocacy

## College and Career Readiness Anchor Standard 7 for Writing:
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### W.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## 11-12 Grade Enduring Understandings

### Prior Background Knowledge Required:
Students will…
- complete a short research project that solves a problem or answers a question.
- conduct a more sustained research project that solves a problem or answers a question.
- direct their own research through self-generated questions.
- narrow or broaden the focus of their research when necessary.
- combine information from multiple sources.

### Students will know…
**Vocabulary:**
- inquiry
- synthesize
- database
- peer-reviewed articles within databases

### Students will understand…
- that research can be used to solve problems and answer questions.
- that their research should demonstrate a synthesis of findings and their understanding of the subject.

### Students will be able to…
- complete a short research project that solves a problem or answers a question.
- conduct a more sustained research project that solves a problem or answers a question.
- direct their own research through self-generated questions.
- narrow or broaden the focus of their research when necessary.
- combine information from multiple sources.
**College and Career Readiness Anchor Standard 8 for Writing:** Gather relevant information from multiple authoritative print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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</thead>
<tbody>
<tr>
<td>Students will...</td>
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<td></td>
</tr>
<tr>
<td>• use advanced searches to gather information to answer a research question.</td>
<td>Vocabulary: • cohesion • syntax • thesis</td>
<td>• that critical writers analyze sources to determine their reliability.</td>
<td>• execute advanced searches.</td>
</tr>
<tr>
<td>• evaluate the usefulness of sources.</td>
<td></td>
<td>• that advanced searches will improve the quality of research.</td>
<td>• determine strengths and limitations of any one source in terms of task, purpose, and audience.</td>
</tr>
<tr>
<td>• use a variety of techniques (i.e. paraphrase, summarize, quote) to integrate information from sources into the text.</td>
<td></td>
<td>• that advanced searches will yield multiple sources of information.</td>
<td>• evaluate the reliability, authenticity, and merit of information conveyed in textual works.</td>
</tr>
<tr>
<td>• obtain information from a variety of source formats (print, digital, oral).</td>
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<td></td>
<td>• integrate information into the text selectively to maintain the flow of ideas.</td>
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</tbody>
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Adoption Date: July 22, 2013
**College and Career Readiness Anchor Standard 9 for Writing:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9 Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Vocabulary:</td>
<td>that not all sources yield relevant information.</td>
<td>draw evidence from literary or informational texts.</td>
</tr>
<tr>
<td>• identify important claims from a text.</td>
<td>• annotation</td>
<td>that objectivity is important when analyzing literature.</td>
<td>provide an objective summary of the text.</td>
</tr>
<tr>
<td>• select relevant evidence from a text.</td>
<td>• objectivity</td>
<td></td>
<td>demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</td>
</tr>
<tr>
<td>• analyze collected evidence and claims.</td>
<td>• inference</td>
<td></td>
<td>delineate and evaluate reasoning in U.S. texts and legal works.</td>
</tr>
<tr>
<td>• reflect on the analysis to synthesize a personal conclusion and communicate that conclusion.</td>
<td>• connotation</td>
<td></td>
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<tr>
<td>• recognize author’s bias.</td>
<td>• premise</td>
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Adoption Date: July 22, 2013
## Grades 11-12 Writing: Range of Writing

### Essential Questions:
1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

### Essential Vocabulary:

**College and Career Readiness Anchor Standard 10 for Writing:** 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 tasks, purposes, and audiences.

W.11-12.10 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 tasks, purposes, and audiences.

### 11-12 Grade Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Vocabulary:</td>
<td>that different time frames will be used depending upon task, purpose, and audience.</td>
<td>produce a range of written products based on task, purpose, and audience.</td>
</tr>
<tr>
<td>• have exposure to extended time frames for writing (i.e. research, reflection, and revision).</td>
<td></td>
<td>that writing routinely with different time frames is important.</td>
<td>produce a range of written products using different time frames.</td>
</tr>
<tr>
<td>• have exposure to shorter time frames for writing (i.e. timed writes, constructed response).</td>
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<td></td>
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</tbody>
</table>