

## 10th Grade Writing

<b>A Semester (Heavy Focus on Persuasive Research Paper)</b>	<b>B Semester (Less Focus on Composition)</b>
<p>-Write grammatically correct sentences with a special focus on active voice, verbals, absolutes, empty intensifiers, cliché, conciseness, and misplaced modifiers. L9-10.1-2</p> <p>-Recognize and apply rhetorical devices such as logos, pathos, ethos, parallelism, and rhetorical questions. W9-10.1</p> <p>-Recognize and avoid cognitive biases and logical fallacies such as gambler's fallacy, wishful thinking, ad hoc, and straw man. W9-10.1</p> <p>-Introduce precise claim(s) and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. W9-10.1a</p> <p>-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 W9-10.1b</p> <p>-Use words, phrases, transitions, varied sentence structure, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons and between reasons and evidence. W9-10.1c</p> <p>-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. W9-10.1d</p> <p>-Provide a concluding statement or section that follows from or supports the argument presented. W9-10.1d</p> <p>-Apply MLA formatting, citing evidence, creating a Works Cited page, and adding appropriate headers and I.D. Information. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following</p>	<p>Recognize and create allegorical work via creation of a character, social commentary, and manipulation of audience.W.9-10.2, W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.W.9-10.3</p> <p>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.W.9-10.3a</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.W.9-10.3b</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.W.9-10.3c</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.W.9-10.3d</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.9-10.3e</p> <p>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 counterclaims.W.9-10.1c</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. W.9-10.1d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>

a standard format for citation. W9-10.1, W9-10.7-10

-Utilize vocabulary to manage the complexity of the topic RL.9-10.4

-Plan, revise, and edit, focusing on addressing what is most significant for a specific purpose and audience.W.9-10.4-6

-Use technology, including the Internet, to 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.W.9-10.6

-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.W.9-10.7

-Write routinely over extended time frames. W.9-10.10

selection, organization, and analysis of content.W.9-10.2

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.W.9-10.2b

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2c

Plan, revise, and edit, focusing on addressing what is most significant for a specific purpose and audience.W.9-10.4-6

Use technology, including the Internet, to 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.W.9-10.6

Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").W.9-10.9a

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").W.9-10.9b

Write over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.W.9-10.10