

12th Grade Writing

A Semester	B Semester
<p>Identify characteristics of an author's writing style and mimic certain qualities in one's own. RL.11-12.1-6</p> <p>Manipulate rhythm, rhyme, and other poetic conventions to create a cohesive exemplum. RL.11-12.4-6</p> <p>Vary one's writing style to meet Advanced Placement College Board expectations, such as distillation of key points, objective self-editing, application of college-level vocabulary, thorough character analysis, and clear but concise answering of a specific prompt. W.11-12.1-5</p> <p>Annotate texts in order to provide more pointed evidence for one's points. RL.11-12.1</p> <p>Manipulate mood, tone, connotation, and audience expectations for effect. W.11-12.3</p> <p>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</p> <p>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. W.11-12.1a</p> <p>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. W11-12.1b</p> <p>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</p>	<p>Articulate concise analyses of Victorian and Romantic poetry by focusing on subject, occasion, tone, audience, poetic devices, speaker, and context. RL.11-12.1-2, RL.11-12.10</p> <p>Adapt analysis to any given prompt and passage, be it prose or poetry. W.11-12.1-10</p> <p>Master the following writing modes: description, narrative, illustration, compare/contrast, cause/effect, definition, and persuasion. W. 11-12.1-10</p> <p>Vary one's writing style to meet Advanced Placement College Board expectations, such as distillation of key points, objective self-editing, application of college-level vocabulary, thorough character analysis, and clear but concise answering of a specific prompt. W.11-12.1-5</p> <p>Manipulate mood, tone, connotation, and audience expectations for effect. W.11-12.3</p> <p>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</p> <p>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. W.11-12.1a</p> <p>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. W11-12.1b</p> <p>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</p>

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Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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Provide a concluding statement or section that follows from and supports the argument presented. W11-12.1e

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

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