

Writing—Grade 9/10

In ninth and 10th grades, students write independently with confidence and proficiency. They explore, interpret, and reflect on a wide range of experiences, texts, ideas, and opinions. Students choose the most appropriate form of writing to achieve the desired result for the intended audience. As students persevere through complex writing projects, they write sophisticated, complex literary texts and/or organized, fluent, and well-supported nonfiction. Complex forms of punctuation are used accurately and grammar/language is manipulated to enhance writing. Vocabulary is carefully chosen to create vivid mental images or elaborate on ideas. Students maintain a portfolio or collection of their own writing and continue to regard writing as an essential tool to further their own learning in and beyond high school.

EALR 1: The student understands and uses a writing process.

Component 1.1: Prewrites to generate ideas and plan writing. W

1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.

- Gathers, analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, websites, books, field notes).
- Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing.
- Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.

Note: The reading aloud of well written, language-rich multicultural literature is an ongoing practice throughout all grades. It not only stimulates ideas, but it also provides students with examples of exemplary writing.

Component 1.2: Produces draft(s). W

1.2.1 Analyzes task and composes multiple drafts when appropriate.

- Refers to prewriting plan.
- Drafts according to audience, purpose, and time.
- Drafts by hand and/or electronically.
- Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.

Component 1.3: Revises to improve text. W

1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.

- Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, “find-and-replace” or “track changes” functions of word processing program).

- Rereads work several times and has a different focus for each reading (e.g., first reading — looking for the strength
- or effectiveness of an argument and organizational structure; second reading — considering appropriateness for audience and purpose; third reading — looking for clarity of persuasive language).
- Decides if revision is warranted.
- Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).
- Records feedback using writing group procedure (e.g., partner revision).
- Evaluates and justifies the choice to use feedback in revisions or not (e.g., “I didn’t change my second example because…”).
- Revises typographical devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical and content-area writing forms (e.g., résumé, business letter).
- Uses multiple resources to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary).

Component 1.4: Edits text. W

1.4.1 Edits for conventions (see 3.3).

- Identifies and corrects errors in conventions.
- Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).
- Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).
- Proofreads final draft for errors.

Component 1.5: Publishes text to share with audience. W

1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.

- Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper).
- Publishes using a range of graphics and illustrative material (e.g., time lines, flow charts, political cartoons, diagrams).
- Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document).
- Publishes using visual and dramatic presentations (e.g., debate, mock election, monologue).
- Uses a variety of available technological resources (e.g., charts, overheads, word processor, photo software, presentation software) to produce, design, and publish a professional-looking final product.

Component 1.6: Adjusts writing process as necessary. W

1.6.1 Applies understanding of the recursive nature of writing process.

- Revises at any stage of process.
- Edits as needed at any stage.

1.6.2 Uses collaborative skills to adapt writing process.

- Delegates parts of process to team members (e.g., in prewriting, one team member interviews and one team member brainstorms possible sections).
- Collaborates on drafting, revising, and editing.
- Collaborates on final layout and publishing/presenting (e.g., yearbook, literary magazine).

1.6.3 Uses knowledge of time constraints to adjust writing process.

- Adapts time allotted for data gathering and number of drafts for shorter projects.
- Writes to meet a deadline.
- Creates a management timeline/flow chart for written projects (e.g., Thirteenth-Year Plan, exit project, oral histories).
- Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).
- Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).

EALR 2: The student writes in a variety of forms for different audiences and purposes.

Component 2.1: Adapts writing for a variety of audiences. W

2.1.1 Applies understanding of multiple and varied audiences to write effectively.

- Identifies an intended audience.
- Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).
- Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective).
- Describes how a *particular* audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).
- Anticipates and addresses readers' questions or arguments.

Component 2.2: Writes for different purposes. W

2.2.1 Demonstrates understanding of different purposes for writing.

- Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., applies for a job, communicates research findings, conveys technical information).
- Writes for self expression.
- Writes to analyze informational and literary texts.
- Writes to learn (e.g., double-entry journal in math, science; portfolio selection defense).
- Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing).
- Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs).
- Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper).

Component 2.3: Writes in a variety of forms/genres. W

2.3.1 Uses a variety of forms/genres.

- Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter).
- Maintains a log or portfolio to track variety of forms/genres used.
- Produces a variety of new forms/genres.

Examples:

- research papers
- memoirs
- mysteries
- parodies
- monologues
- documentaries
- cover letters
- satires
- essays (e.g., extended literary analyses)
- editorials
- proposals
- résumés
- blogs

Note: Forms are suggestions only. The list is not exhaustive nor are any forms repeated in later grades after being introduced. However, all students may continue to use appropriate forms/genres throughout all grades regardless of where a form is listed in the Grade Level Expectations.

Component 2.4: Writes for career applications. W

2.4.1 Produces documents used in a career setting.

- Collaborates with peers on long-term team writing projects (e.g., research paper for an exit project).
- Writes technical and nontechnical documents for career audiences (e.g., proposal, résumé, abstract), taking into consideration technical formats (e.g., bullets, numbering, subheadings, blank space).
- Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., High School and Beyond Plan that includes information summarized from on-line vocational source or other informational text).
- Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g., MLA, APA, Turabian).

EALR 3: The student writes clearly and effectively.

Component 3.1: Develops ideas and organizes writing. W

3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

- Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., “Obtaining a driver’s license should not be tied to grades in school.”).
- Selects specific details relevant to the topic to extend ideas or develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other).
- Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument).
- Integrates the elements of character, setting, and plot to create a convincing fictional world.

Note: Well written, language-rich text as models should include a multicultural perspective and be read aloud to students throughout all grade levels.

3.1.2 Analyzes and selects effective organizational structure.

- Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure).
- Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation).
- Selects from a variety of ending/conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).
- Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ... , consequently ... , as a result ... , on the other hand ...).
- Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ... , possibly ... , therefore ...).
- Selects and uses effective organizational patterns as determined by purpose:
 - varied placement of thesis for effect
 - persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together)
 - explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions)
 - narrative (e.g., story within a story)
- Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space).

Component 3.2: Uses appropriate style. W

3.2.1 Analyzes audience and purposes and uses appropriate voice.

- Writes with a clearly defined voice appropriate to audience.
- Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.

- Selects appropriate point of view for technical writing and/or specific content areas (e.g., third-person point of view for science lab write-ups, first person for field journals, second person for how-to technical manuals).

Note: Read-alouds should include a multicultural perspective and be continued throughout all grade levels.

3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.

- Selects and uses precise language to persuade or inform.
- Selects and uses precise language in poetic and narrative writing.
- Uses the vernacular appropriately.
- Selects and uses specialized vocabulary relevant to a specific content area (e.g., *plate tectonics, mitosis, photosynthesis*).
- Selects and uses literary devices deliberately (e.g., extended metaphor, symbols, analogies).
- Selects and uses sound devices deliberately in prose and poetry (e.g., assonance, consonance).
- Considers connotation and denotation, including cultural connotation, when selecting words (*police officer vs. cop, bias vs. prejudice*).

3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.

- Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms.
- Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: “Fingers gripping the table, the student waited for the results.”).
- Writes short sentences and phrases in technical writing.
- Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.

Note: Read-alouds should include a multicultural perspective and be continued throughout all grade levels.

Component 3.3: Knows and applies writing conventions appropriate for the grade level. W
--

3.3.1 Uses legible handwriting.

- Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase).

Note: In the Grade Level Expectations 3.3.1 through 3.3.8, skills generally are not repeated and build each year on preceding years’ skills. Because these skills are learned and practiced as writing becomes more sophisticated, attention should be paid to skills in more than one year.

3.3.2 Spells accurately in final draft.

- Uses spelling rules and patterns from previous grades.
- Uses multiple strategies to spell.

Examples:

- homophones (e.g., *council* and *counsel*, *stationary* and *stationery*)
- affixes (e.g., *-cian*, *-ness*)
- roots (e.g., *anthropology*, *philosophy*)
- foreign spellings (e.g., *alumna/alumnae/alumnus*, *medium/media*, *datum/data*)
- words from other languages (e.g., *bourgeois*, *kindergarten*, *espresso*, *boutique*, *coyote*)
- frequently misspelled words (e.g., *perceive*, *congratulations*, *success*)
- Uses resources to correct own spelling.

3.3.3 Applies capitalization rules.

- Uses capitalization rules from previous grades.
- Uses resources to check capitalization.

3.3.4 Applies punctuation rules.

- Uses punctuation rules from previous grades.
- Uses commas to set off nonrestrictive clauses (e.g., The gym, which was built last year, is used every day.).
- Uses brackets around an editorial correction or to set off added words.
- Uses the em dash (—) to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech.
- Use appropriate punctuation when writing in other languages (e.g., René).
- Uses resources to check punctuation.

3.3.5 Applies usage rules.

- Applies usage rules from previous grades.
- Avoids dangling modifiers (e.g., “After I stood in line for hours, I discovered the tickets were sold out.” Incorrect: “After standing in line for hours, the tickets were sold out.” The second sentence makes it appear that the tickets were in line.).
- Uses *who* vs. *whom* correctly.
- Uses *that* vs. *which* and *that* vs. *who* correctly.
- Uses *either ... or* and *neither ... nor* correctly.
- Uses many commonly confused words correctly (e.g., *accept* vs. *except* or *can* vs. *may*).
- Uses active voice except when passive voice is appropriate (e.g., active voice: “They saw it.” vs. passive voice: “It was seen by them.”).
- Uses parallel construction in clauses.
 - parallel: The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.
 - not parallel: The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises.
- Uses resources to check usage.

3.3.6 Uses complete sentences in writing.

- May use fragments in dialogue as appropriate.

3.3.7 Applies paragraph conventions.

- Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).

- Uses textual markers (e.g., page numbers, footnotes, space for pictures).

3.3.8 Applies conventional forms for citations.

- Cites sources according to prescribed format (e.g., MLA, APA, Turabian).

EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1: Analyzes and evaluates others' and own writing. W

4.1.1 Analyzes and evaluates writing using established criteria.

- Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).
- Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions).
- Explains accuracy of content and vocabulary for specific curricular areas (e.g., accurate scientific terms regarding the effectiveness of the solution to the problem).

4.1.2 Analyzes and evaluates own writing using established criteria.

- Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics).
- Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions).
- Uses criteria to choose and defend choices for a writing portfolio.
- Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).

Component 4.2: Sets goals for improvement. W

4.2.1 Evaluates and adjusts writing goals using criteria.

- Monitors progress toward goals over time (e.g., "I need to try free verse next quarter.").
- Analyzes progress (e.g., "My free verse needs better imagery.").
- Evaluates goals (e.g., "I need to allow time for substantive revisions.").
- Adjusts goals (e.g., "I will write a ballad next quarter.").
- Maintains a written log of long-term goals (e.g., "I will try other genres, vary points of view, elaborate on evidence, and seek publication.") and a portfolio of work.