

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

<p>W.11-12.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Essential Components W.11-12.1.a-f</p> <p>a. Establish a clear and thorough thesis to present a complex argument.</p> <p>b. Introduce precise 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.</p> <p>c. 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.</p> <p>d. 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.</p> <p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Essential Understanding</p> <p>-MLA Formatting for in-text citations and works cited pages</p>	<p>Academic Vocabulary/Language</p> <p>-ABTATO, PETS, TOO (or comparable organizational structures for writing arguments with developed intros, bodies, and conclusions)</p> <p>-thesis</p> <p>-analyze/analysis -anticipates</p> <p>-argument -bias</p> <p>-cite -claim/counterclaim</p> <p>-clarify -clauses</p> <p>-cohesion -conventions</p> <p>-credible -distinguish</p> <p>-establish -evidence</p> <p>-formal style -inference</p> <p>-logos/pathos/ethos</p> <p>-maintain -objective tone</p> <p>-phrases -precise</p> <p>-reasons -relevant</p> <p>-sequence -substantive</p> <p>-sufficient -syntax</p> <p>-textual evidence -thesis statement</p> <p>-valid -warrant</p>
<p>CCR Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGET:</u> The student can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can define, identify, and use thesis statement, argument, claim, warrant, and counterclaim. The student can recognize and use strategies and techniques for introducing, organizing, and concluding arguments. The student can recognize and use strategies & techniques for introducing precise claims, establishing the significance of the claim(s), distinguishing them from opposing counterclaims, while establishing clear relationships among claims, counterclaims, reasons, & evidence through use of words, phrases, & clauses.</p>		
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p>The student can recognize and use strategies and techniques for developing claims and counterclaims fairly and thoroughly, supplying them with the most relevant evidence, and pointing out strengths and limitations for audience needs and possible biases.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze the accurateness and credibility of sources and evaluate the validity, relevance, and sufficiency of reasoning and evidence. The student can distinguish between formal and informal writing styles and use formal style in argument writing. The student can distinguish between logos, pathos, and ethos; and use logical reasoning for argument writing. The student can analyze a substantive topic/text through argument writing.</p> <p><u>Underpinning Product Learning Targets:</u> The student can craft thesis statements, introductions, bodies, and conclusions for argument writing. The student can use correct MLA format for in-text citations and works cited pages.</p>		

Question Ideas

Argumentation/Analysis: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues your position on ___ (content). Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts) write a/an ___ (essay or substitute) that addresses the question and support your position with evidence from the text.

Argumentation/Comparison: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that compares ___ (content) and argues ___ (content). Support your position with evidence from the texts.

[Insert question] After reading ___ (literature or informational texts) write a/an ___ (essay or substitute) that compares ___ (content) and argues ___ (content). Support your position with evidence from the texts.

Argumentation/Evaluation: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that discusses ___ (content) and evaluates ___ (content). Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts), write a/an ___ (essay or substitute) that discusses ___ (content) and evaluates ___ (content). Be sure to support your position with evidence from the texts.

Argumentation/Problem-Solution: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that identifies a problem ___ (content) and argues for a solution. Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts) on ___ (content), write a/an ___ (essay or substitute) that identifies a problem ___ (content) and argues for a solution ___ (content). Support your position with evidence from the text(s).

Argumentation/Cause-Effect: After researching ___ (informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues the causes of ___ (content) and explains the effects ___ (content). What ___ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

[Insert question] After reading ___ (literature or informational texts) on ___ (content), write a/an ___ (essay or substitute) that argues the causes of ___ (content) and explains the effects ___ (content). What ___ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

Ohio's Learning Standards Appendices Support

[Appendix C Samples of Student Writing:](#) Examples of Grades 11-12 argument writings with annotations can be found on pages 76-79.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Exemplar Texts Exemplar texts are pieces of literature that both the teacher and student—can return to and reread for many different purposes. They are texts to be studied and imitated. Exemplars help students to take risks and be different writers tomorrow than they are today. It helps them to try out new strategies and formats. Housing these examples online will allow students to access when needed. Digital tools can also be used for peer reviews or discussions to demonstrate understanding of what makes exemplar text. (LMS discussion threads, Padlet, etc.)

Conferencing Teachers also want to respond as a fellow writer and reader by modeling and conducting a conference as a conversation and responding genuinely to the writer's ideas and experiences. They encourage the student writer to talk, think, and make decisions. They describe what they see in the student's work, ask questions about content and form, provide suggestions or options, explain strategies or techniques, identify resources the student could use, and refer to mini-lessons.

Standardized Test Sample Question Stems

Both John and Abigail Adams believed strongly in freedom and independence. However, their letters suggest that each of them understood these terms differently based on their experiences. Write an essay that explains their contrasting views on the concepts of freedom and independence. In your essay, make a claim about the idea of freedom and independence and how John and Abigail Adams add to that understanding and/or how each illustrates a misunderstanding of freedom and independence. Support your response with textual evidence and inferences drawn from all three sources.

W.9-10.1 (Prior Grade Standard)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Establish a clear and thorough thesis to present an argument. b. Introduce precise 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. 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. d. 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. 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 argument presented.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

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.**

Essential Components W.11-12.2.a-g

- a. Establish a clear and thorough thesis to present and explain information.
- b. 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 aid comprehension, if needed.
- c. 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.
- d. 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.
- e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. 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).

Essential Understanding

-MLA Formatting for in-text citations and works cited pages

Academic Vocabulary/Language

- [ABTATO, PETS, TOO](#) (or comparable organizational structures for writing informative/explanatory text with developed intros, bodies, and conclusions)
- analyze/analysis -articulate
- cite -clarify -cohesion
- complex ideas and concepts
- concrete details -conventions
- convey -develop -distinctions
- domain-specific/tier three vocab
- establish -examine
- extended definitions
- formal/informal styles
- implications
- informative/explanatory text
- literary techniques (metaphor, simile, analogy ...)
- maintain -norms -multimedia
- objective tone
- organizational strategies (definition, classification, comparison/contrast, cause/effect)
- precede -precise
- relevant -sufficient
- syntax -thesis
- topic -transitions

CCR Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**ULTIMATE
LEARNING
TARGET TYPE:
PRODUCT**

BROAD LEARNING TARGET:

The student can 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.

Underpinning Knowledge Learning Targets:

The student can define, identify, and use thesis statements, varied cohesive and appropriate transitions, precise language, domain-specific vocabulary, and literary techniques to manage the complexity of the topic, link major sections of the text, and clarify relationships among complex ideas and concepts.

The student can recognize and use strategies & techniques for introducing (including previewing), organizing (with each new element building upon preceding points to create a unified whole) & concluding informative/explanatory texts that clearly & accurately examine & convey complex ideas, concepts, & information.

Underpinning Reasoning Learning Targets:

The student can analyze the credibility and accuracy of sources and relevant content in those sources for inclusion in informative/explanatory writings.

The student can distinguish between formal & informal writing styles and objective and subjective tone; and use formal style and objective tone in informational/explanatory writing.

The student can examine complex ideas, concepts, and information through informative/explanatory writing by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other examples appropriate to audience.

Underpinning Product Learning Targets:

The student can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of informative/explanatory texts.

The student can craft thesis statements, introductions, bodies, and conclusions for informative/explanatory writing.

The student can use correct MLA format formatting papers, in-text citations, and works cited pages.

**CCS ELA 6-12
PAGE:**

<https://tinyurl.com/CCSEnglish6-12>

[\(CAREER
CONNECTIONS\)](#)

Question Ideas

Definition: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that defines ___ (term or concept) and explains ___ (content). Support your discussion with evidence from your research.

Description: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that describes ___ (content). Support your discussion with evidence from the your research.

Procedural/Sequential: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that relates how ___ (content). Support your discussion with evidence from your research.

After researching ___ (informational texts) on ___ (content), developing a hypothesis, and conducting an experiment examining ___ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion(s) can you draw?

Synthesis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that explains ___ (content). What conclusions or implications can you draw? Cite at least ___ (#) sources, pointing out key elements from each source.

Analysis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that analyzes ___ (content), providing evidence to clarify your analysis. What ___ (conclusions or implications) can you draw?

Comparison: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that compares ___ (content).

Cause/Effect: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that examines causes of ___ (content) and explains effects ____ (content). What conclusions or implications can you draw? Support your discussion with evidence from your research.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing: Examples of Grades 11-12 informative/explanatory writings with annotations can be found on pages 71-75 and 81-107.*

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Evaluating Models of Performance Explain the criteria for a particular writing assignment. Show students models of essays representing a range of scores. Have students assess them based on the criteria discussed. Students can use this knowledge to write their own essays with the same criteria.

Conferencing Teachers also want to respond as a fellow writer and reader by modeling and conducting a conference as a conversation and responding genuinely to the writer's ideas and experiences. They encourage the student writer to talk, think, and make decisions. They describe what they see in the student's work, ask questions about content and form, provide suggestions or options, explain strategies or techniques, identify resources the student could use, and refer to mini-lessons. Digital Tools allow for teachers and students to electronically keep track of conferencing subjects and works. (ex. OneNote for Class or simply a shared Word document)

Standardized Test Sample Question Stems

You have studied three sources involving the establishment of American independence from Great Britain. The sources are: Declaration of Independence, signed on July 4, 1776; A passage from Patrick Henry's March 23, 1776, speech to the Second Virginia Convention; The video "From Subjects to Citizens." An important idea presented in the sources involves the colonists' notions of the purpose of government. Write an essay in which you explore the perceptions of government's purpose presented in the sources. In writing your essay, consider how the authors of the two written documents describe the ideal relationship between a government and its people, and how they describe the actual relationship between the government of Great Britain and the colonists. Consider also the perspective presented in the video. Remember to use evidence from all three sources to support your ideas.

W.9-10.2 (Prior Grade Standard)

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. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. 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).

Question Ideas

How would you sequence the progression of the _____ event in your narrative?

How will you introduce your character? How will your character/narrator evolve with the elaboration of the narrative?

What are the three main events that will happen in your narrative? What ideas, characters, experiences will connect them? To what coherent whole do you want your events to lead? What sequencing techniques will you use to reach your whole?

In your narrative, who is speaking? What point of view will you use? What is the setting? Will you have a change in time/setting? How will you make the transition?

Narrative/Description: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content). **L2** Use _____ (stylistic devices) to develop a narrative. **L3** Use _____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use _____ (stylistic devices) to develop a narrative effect in your work. **L3** Use _____ (techniques) to convey multiple storylines.

Narrative/Procedural-Sequential: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) that relates _____ (content). **L2** Use _____ (stylistic devices) to develop your work.

Ohio's Learning Standards Appendices Support

[Appendix C Samples of Student Writing](#): An example of a Grade 8 Narrative writing with annotations can be found on pages 52-56. There are no examples included for Grades 11-12.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Podcast

Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include *This I Believe* (NPR), *Laws of Life* and *Digital Writing Workshop* (Troy Hicks). More information about this strategy can be found at: <http://thisibelieve.org/educators/> and <http://hickstro.org/>.

Standardized Test Sample Question Stems

In the passage, the author developed an interesting journey for the character of Young Goodman Brown, as he meets a stranger in the course of his one-night quest. Think about his encounter, along with the details the author used to create this experience. Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about Young Goodman Brown, his impending journey, and the concept of faith as you tell what happens next.

W.9-10.3 (Prior Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Essential Understanding -Identify and understand writing task, purpose, and audience -Produce clear and coherent writing through development, organization, and style -Match development, organization, and style of writing to task, purpose, and audience</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -appropriate -clear -coherent -determine -development (analysis, synthesis, summary, evaluative . . .) -organization (causation, narration, sequential, descriptive, comparison, etc.) -purpose (to inform, argue, defend, etc.) -style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions. . .) -task -writing types (argument, informational/expository, narrative, etc.)
<p>CCR Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>*Extended Understanding -Produce clear and coherent writing that addresses multiple tasks, purposes, and/or audiences</p>	
<p>ULTIMATE LEARNING TARGET TYPE: PRODUCT</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand varied writing tasks, purposes, and audiences. The student can identify and understand varied methods of writing development, organization, and style.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the writing task, purpose, and audience. The student can match varied methods of development, organization, and style of writing to varied tasks, purposes, and audiences.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

Underline all of the tasks listed in the essay prompt. How many tasks are there? What is the best organizational structure to use in an essay that addresses this prompt?

Is the prompt calling for analysis, synthesis, or evaluation?

Who will be the audience for this piece of writing? How will you adjust your style to accommodate the audience?

The purpose of this writing is to defend a position. What writing type will you use: informational/explanatory, narrative, or argument?

How will you use word choice (diction) to impact the audience?

Read through your draft of the argument paper. Have you chosen the right organizational pattern to maximize the effect on an audience of eighth graders?

What would you change if you were to rewrite the narrative for an audience of third graders?

After reading the prompt, list the purpose for the writing called for in the prompt.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 11-12 writings with annotations can be found on pages 70-107.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Writing Groups Students share their writing and work collaboratively in a supportive group environment with the common goal to improve and strengthen their writing. Writing groups can be flexible and fluid depending on the task, purpose, audience, etc. Through online learning management systems, students can post short parts of their writing such as thesis statements, integrated evidence sections, or specific passages to participate in peer review.

Standardized Test Sample Question Stems

Now that you have read and answered questions about the passages from *Quicksand* and *The Autobiography of an Ex-Colored Man* write an essay in which you identify and explain a theme that is similar in both passages. In your essay, discuss how each author uses the characters, events, and settings in the passages to develop the theme.

W.9-10.4 (Prior Grade Standard)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

<p>W.11-12.5</p> <p>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.</p>	<p>Essential Component</p> <ul style="list-style-type: none"> -Demonstrate command of grade-level language standards (L.11-12.1-3) <p>Essential Understanding</p> <ul style="list-style-type: none"> -Use planning templates and revising & editing techniques to develop and strengthen writing -Rewrite or try a new approach to develop and strengthen writing -Understand and analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing -Identify and understand writing task, purpose, and audience -Plan, revise, edit, rewrite, or try a new approach to strengthen focus on what is most significant for a specific purpose and audience 	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -approach -audience -develop -diction -editing -organizational structure (chronological, comparison, cause/effect, problem/solution, etc.) -planning -purpose -revising -rewriting -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.) -strengthen -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.) -style
<p>CCR Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach. The student can address what is most significant for a specific purpose and audience in his/her writing.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing. The student can determine the writing purpose and audience.</p> <p><u>Underpinning Skill Targets:</u> The student can demonstrate command of grade-level language standards (L.11-12.1-3).</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>		

Question Ideas

Use the editing sheet to help you edit for grammar, mechanics, usage, and spelling. When you can put a check beside all 15 items, you are ready to rewrite your draft into a final copy. Practice any areas where you made several errors on [Quill](#) or [No Red Ink](#).

Use the editing sheet to help you edit for theme, style, and organization. When you can put a check beside all 10 items, you are ready to rewrite your draft into a final copy.

Edit/revise by using the [STAR](#) or [CUPS & ARMS](#) technique.

Use the graphic organizer to outline your essay. Begin writing your essay when your plan is complete.

Analyze the introduction. Does it grab attention? Give background? Give the thesis? Give the organizational pattern for the paper? If you answered no to any of these, revise your introduction.

What is the purpose for your essay? How well does your essay address what is most significant to convey that purpose?

Who is the audience for this essay? What does this audience expect? How well does your essay address what is most significant for that audience?

How does the sentence, paragraph, chapter, or section fit into the overall structure of _____? If it doesn't follow, consider revising it?

Analyze the text structure and explain why you chose to write it this way.

How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?

What types of sentences did you use? How do they help with idea development? If they do not help, consider revising or editing them.

Describe the syntax of your writing. How do your syntactical choices affect the overall text structure? Does your syntax need elevated?

Use the ABTATO, PETs, TOO strategy to plan and organize your essay.

Highlight your paper using color coding, e.g. yellow for claims, pink for supports, etc. Note any missing elements and add them. Note any extra sentences and delete them.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 11-12 writings with annotations can be found on pages 70-107.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Writing Workshop Teachers direct the student writing process through specific steps, encouraging all student to have ownership in their work.

Workshop utilizes a gradual release method (I do, We do, You do) to scaffold increasingly complex writing. Successful workshops allow students to have control of their own learning and growth in the process as well as the product. See "Creating a Writers' Workshop in a Secondary Classroom at <https://www.edutopia.org/blog/creating-writers-workshop-secondary-classroom-shelby-scoffield>.

Annotating/Coding Students annotate (e.g. highlight, bold, underline, italicize, etc.) their own documents to indicate specific writing aspects (e.g. thesis, transitions, evidence, sources, etc.). [Screencasting allow students to annotate on touchscreens and explain their thinking for the teacher to review.](#)

W.9-10.5 (Prior Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

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.

CCR Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Understanding

- Understand how to access and use technology, including the Internet, Google suite, e-mail, and social & academic media sites for research, communication, presentation, and collaboration
- Understand how to access and use word processing, communication, collaboration, and presentation software/online sites for sharing, integrating, formatting, producing, editing, and publishing writing
- Know how to link, download, save, upload, share, and attach varied formats of files and sources
- Cite sources in-text and on works cited pages using MLA Formatting

Academic

Vocabulary/Language

- academic media
- access
- cite
- collaborate
- communication
- download/upload/attach/share
- e-mail
- formatting
- Google (docs/forms/sheets/slides/classroom)
- Internet
- link/hyperlink
- MLA Format
- produce
- publish
- research
- social media
- technology
- word processing

ULTIMATE LEARNING TARGET TYPE: SKILL

BROAD LEARNING TARGETS:

The student can 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.

Underpinning Knowledge Learning Targets:

The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating/sharing with others, presenting relationships/creating links between information and ideas, and formatting/producing/editing/publishing/presenting writing.

The student can understand and use MLA formatting for page set-up, in-text citations, and works cited pages.

Underpinning Skill Learning Targets:

The student can download, save, upload, share, attach, and link varied formats of files and sources.

Underpinning Reasoning Learning Targets:

The student can determine how to change writing products based on ongoing feedback or new arguments/information.

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

(CAREER CONNECTIONS)

Question Ideas

Prepare an MLA-formatted annotated bibliography with the electronic sources you plan to use in your paper.

Using the editing notes your teacher made electronically [using Comments/Track Changes in MS Word/ Google](#), update your essay for publication.

WRITE A FIVE TO SEVEN PAGE RESEARCH PAPER WITH AT LEAST **FOUR** SOURCES **AND** PRODUCE A FIVE-MINUTE MULTIMEDIA PRESENTATION ON ONE OF THE FOLLOWING TOPICS (A OR B):

A. Explore the **Feminist Movement** from the 1960s to now. Include important people, organizations, and events. Include Feminist literature (Sylvia Plath, Anne Sexton, Sonia Sanchez, Adrienne Rich) and Feminist art (*Black Venus* by Niki De Saint Phalle, *The Dinner Party* by Judy Chicago, *Tree of Life* by Ana Mendieta, *Untitled #276* by Cindy Sherman, and *Your Body is a Battleground* by Barbara Kruger). Decide what is the most important event, work of literature, or piece of art in the movement's history and explain why it is the most important to humanity.

B. Explore global **Literary Movements** in the Information Age: Postmodernism (Vaclav Havel), Magic Realism (Gabriel Garcia Marquez), Social Conscience Literature (Gary Snyder, Wislawa Szymborska, Salman Rushdie), Docufiction (Winston Groom's *Forrest Gump*), Hint Fiction (Hannah Craig), and Science Fiction (Ray Bradbury). Describe each movement, its originators, and sample authors/works. Decide which is the most important literary movement of the time period (c. 1950-present) and explain why it is the most important to humanity.

After choosing your living hero, send him/her an e-mail with questions that you need answered to produce a quality essay. Update your essay after receiving a response.

Use the class [Facebook page/Google Classroom](#) to give two thoughts concerning today's learning target. Then, add a link to a source that can be used to address the question of the day.

With your partner, produce a three-page paper on the topic, updating your draft using research from the Internet on a shared Google doc.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 11-12 writings with annotations can be found on pages 70-107.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Publishing Writing to a Broader Audience

Figment is an online platform for students to safely publish their writing. See <https://www.nwp.org/cs/public/print/resource/3657>.

Digital tools can allow for students to share work online and make comments/provide ongoing feedback both in and outside of the classroom. This can be done through discussion threads, shared documents, etc.

W.9-10.6 (Prior Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

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.

CCR Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Understanding

- Identify, research, and integrate information from several sources to answer a research question or solve a problem
- Conduct short and more sustained research projects for teacher-given and self-generated questions
- Generate original research questions and additional related, narrowed or broadened questions based upon analysis of research
- Synthesize multiple sources on a subject
- Demonstrate understanding of a subject through research projects

Academic

Vocabulary/Language

- analyze
- appropriate
- conduct
- demonstrate
- exploration
- generate
- inquiry
- integrate
- investigate
- issue
- media
- more sustained
- refocus
- research question
- self-generated
- solve a problem
- sustained
- synthesize

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can conduct short and more sustained research projects to answer a teacher-given or self-generated question, narrowing or broadening the inquiry when appropriate.
The student can synthesize multiple sources on the same subject, demonstrating understanding of that subject.

Underpinning Knowledge Learning Targets:

The student can identify information pertinent to an inquiry gained through researching several sources.

Underpinning Reasoning Learning Targets:

The student can determine when to narrow or broaden inquiry for research projects.
The student can generate original research questions for short and more sustained research projects.

Underpinning Skill Learning Targets:

The student can demonstrate proficient use of research skills.
The student can craft inquiry questions.

CCS ELA 6-12

PAGE:

<https://tinyurl.com/CCSEnglish6-12>

([CAREER CONNECTIONS](#))

Question Ideas

What information on the question is presented in each of the sources? What additional question could be asked to broaden your research? What additional question could be asked to narrow your research?

Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source. What do you still need to know? Write an additional question to address what you still need to know on the topic.

After summarizing the article, generate a research question that will address one of the topics in the article. Then conduct more research to find the answer. Synthesize the information from multiple sources.

After researching _____ (informational texts and media), write a one-page report that describes _____ (topic or issue).

After reading/experiencing three digital/print sources on _____, write a three-page report that synthesizes your findings and is supported by textual citations.

Write an informative piece that addresses the question, “What is F. Scott Fitzgerald’s contribution to American culture?” and supports your position with evidence from at least two of the three sources.

Using several sources, answer this question: What connections can be made between *Twelfth Night* and gender roles? If you have difficulty finding enough resources when you research, narrow the question and try again.

Ohio’s Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 11-12 writings with annotations can be found on pages 70-107.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Multigenre/Multimodal Project This strategy incorporates poems, texts, newspaper articles, art, music, videos, etc., which encourage students to avoid plagiarism through synthesizing multiple sources on a subject. Students create a self-sustaining generated question/problem to solve based on student investigation. (This idea may be considered as a possible senior or capstone project.)

Synthesizing Sources Students practice pulling relevant information from each source and combine information from other sources together into the new document. This [short article](#) from an instructor at Bowling Green State University offers suggestions on how to teach students to synthesize material.

W.9-10.7 (Prior Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCR Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Understanding

- Identify and gather relevant information from authoritative print and digital sources
- Use advanced searches and meta search engines effectively
- Assess the strengths and limitations of sources in terms of task, purpose, and audience
- Integrate quoted and paraphrased information from varied sources selectively to maintain flow, without plagiarizing
- Use MLA formatting for page set-up, in-text citations, and works cited pages

Academic

Vocabulary/Language

- advanced searches
- assess -audience
- authoritative
- bibliographic information
- cite/citation
- digital sources
- gather -integrate
- limitations
- MLA formatting
- overreliance -paraphrase
- plagiarism
- print sources
- purpose -task
- quote -relevant
- selective -source

ULTIMATE LEARNING TARGET TYPE: REASONING

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<https://tinyurl.com/CCSEnglish6-12>

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:

The student can gather relevant information from authoritative print and digital sources, using advanced searches effectively.

The student can assess the strengths and limitations of sources in terms of the task, purpose, and audience.

The student can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.

The student can cite bibliographic source information for in-text citations and on works cited pages using MLA format.

Underpinning Knowledge Learning Targets:

The student can identify and define authoritative sources, advanced searches, and plagiarism.

Underpinning Reasoning Learning Targets:

The student can assess the relevance of information from authoritative print and digital sources.

Question Ideas

Read the three sources. Assess their credibility. Assess their accuracy. Decide if any of the three sources should/should not be used because they do not accurately support the task and purpose of the paper.

Read the three sources. Assess their relevance and usefulness to the question being asked. Decide if any of the three sources should not be used due to their limitations at reaching the desired audience.

What data or conclusions from the sources will you use in your paper? For each, add an MLA-formatted in-text citation to your paper. Make sure the citations do not interrupt the flow/style of your paper.

Which of the following is an example of a quotation that is plagiarized? Rewrite it to avoid plagiarism and enhance flow.

Read the five sources. Choose the three most authoritative ones. Integrate the information from those three into a five-paragraph essay. Be sure to cite the sources selectively to maintain the style and flow of your essay.

Conduct an advanced search for your topic. Be sure to use meta and specialized search engines.

Determine the credibility/authoritativeness of a source by reviewing who wrote it, when it was written, and why it was written.

Use PETs (Point, Explanation, Text) to create body paragraphs with in-text citations.

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 11-12 writings with annotations can be found on pages 70-107.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Integrating Information into Student Writing Students need to be explicitly taught about responsibly using others' ideas in their own writing. Plagiarism, both intentional and unintentional, is a serious offense and can be avoided through discussion and practice. Students will evaluate use of their sources in terms of overusing or relying on one specific sources. When students are writing, they will highlight how often they are citing and using sources to ensure that they are balancing the information taken from each individual source. Lastly, as students include the ideas of others in their work, they need to understand the nature of academic writing in which sources are synthesized seamlessly. Strategies such as **TIQA** (topic sentence, introduce the quote or example use the quote or example, analyze) and **PPE** (point, proof, explanation) are useful in achieving this goal.

Evaluating Samples of Teacher-Provided Logical Fallacies Evaluate the following for appropriate appeals in order to achieve purpose: logic, authority, emotion. Use sample research papers, ads, political commercials and position papers. Students evaluate and use multiple sources to assess the strengths and limitations of sources in terms of the task, purpose and audience.

W.9-10.8 (Prior Grade Standard)

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 a standard format for citation.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

<p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Components W.11-12.9.a-b a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze/analysis -delineate -demonstrate -draw -evidence -foundational works -informational texts -literary texts -reflection -research -seminal U.S. texts -works of public advocacy
<p>CCR Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Essential Understanding</p> <ul style="list-style-type: none"> -Analyze literary and informational texts -Draw evidence from literary and informational texts for analysis, reflection, and research 	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify evidence in literary and informational texts that supports analysis, reflection, and research.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can analyze literary and informational texts.</p> <p>The student can engage in analysis, reflection, and research.</p>	

Question Ideas

What evidence can you draw from the passage to support your analysis?

What evidence can you draw from the passage to support your reflection?

What evidence can you draw from the passage to support your research?

What evidence will you use from *Jane Eyre* to answer this analytical prompt: Choose a character from *Jane Eyre* whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences. Then in a well-organized essay, **identify** each of the two conflicting forces and **explain how** this conflict within one character illuminates the theme of the work as a whole. **Be sure to use literary language!! Be sure to use literary elements and devices to prove your point!! Be sure to make your entire answer clear in the intro and then explain it with the body. Avoid mere plot summary.**

What evidence will you use from *As I Lay Dying* to answer this reflective prompt: Explain one way in which William Faulkner’s influences from the modern movement is reflected in *As I Lay Dying*.

Now that you have read and answered questions about the passages from *Quicksand* and *The Autobiography of an Ex-Colored Man* write an essay in which you identify and explain a theme that is similar in both passages. In your essay, discuss how each author uses the characters, events, and settings in the passages to develop the theme.

Ohio’s Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 11-12 writings with annotations can be found on pages 70-107.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Multiple Print and Digital Sources Students brainstorm a list of items that combine different ways of expressing ideas, such as poster, DVD or a range of print, visual or sound texts. After the lists are shared, items are identified as texts (audio texts, video texts, etc.). Students then create an inventory of significant texts that they have engaged with over a specified period of time and discuss why it is important to interact with a variety of different types of texts. More information about this strategy can be found at http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html.

W.9-10.9 (Prior Grade Standard)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to 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]”).
- b. 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”).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grades 11-12

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.

CCR Anchor: 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.

Essential Understanding

-Produce varied writing pieces (paragraphs, essays, reports, arguments, narratives, informational/explanatory texts, etc.) for a range of tasks, a variety of purposes, and diverse audiences.

***Extended Understanding**

-Evaluate your own writing

Academic

Vocabulary/Language

- audience
- extended
- purpose
- range
- reflection
- research
- revision
- routinely
- tasks
- time frame
- writing process

ULTIMATE LEARNING TARGET TYPE: SKILL

BROAD LEARNING TARGETS:

The student can write routinely for a range of tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Underpinning Knowledge Learning Targets:

The student can identify tasks, purposes, and audience for shorter and extended time frame writings.

Underpinning Reasoning Learning Targets:

The student can reflect on and revise his/her own writing.

Underpinning Skill Learning Targets:

The student can research proficiently.

Underpinning Product Learning Targets:

The student can produce writings appropriate for shorter and extended time frames in a variety of text types.

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

([CAREER CONNECTIONS](#))

Question Ideas

Over the next three weeks, you will compose a research paper on _____. Complete each of the following tasks: Choose topic; Conduct research and compile research notes; Produce an annotated bibliography of your accurate, credible, and relevant sources; Make an outline of your paper; Write a draft of your paper; Have a peer edit your paper; Have a conference with the teacher concerning ways to revise your paper; Compose your final draft using MLA format with sources cited in the text and on the works cited page.

Answer this prompt in ten minutes: Explain **how** each of the following pairs of characters from *Jane Eyre* act as foils or parallels: Rochester and St. John Rivers, Blanche Ingram and Jane Eyre, Aunt Reed and Miss Temple, the Reed sisters and the Rivers sisters.

Answer this prompt in one class period: A recurring theme in literature is the classic war between a passion and responsibility. For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some other emotion or drive may conflict with moral duty. In *Hamlet*, show clearly the nature of the conflict, its effects upon the character, and its significance to the work. Use [ABTATO, PETs, TOO](#) to organize your paper. Prepare the essay for a college audience.

Select a line, paragraph, or a moment or scene in our novels that you find especially memorable. Identify the line or the passage, explain its relationship to the work in which it is found, and analyze the reasons for its effectiveness. You have 30 minutes to complete this assignment.

What steps are involved in the writing process?

Ohio's Learning Standards Appendices Support

[Appendix C](#) *Samples of Student Writing*: Examples of Grades 11-12 writings with annotations can be found on pages 70-107.

Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

Quick Writes/Timed Writing Students respond to focused prompts that center on key ideas for current task, purpose and audience. Students can reflect as individuals or as a class on assignment. Use this strategy as a refocus opportunity when entering the classroom.

W.9.10 (Prior Grade Standard)

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.