Writing Standard Articulated by Grade Level
Grade 10

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.
*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, **graphic organizers**, record of writing ideas and discussion, printed material or other sources).*
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.
PO 3. Determine the intended audience of a writing piece.
*PO 4. Establish a **controlling idea** appropriate to the type of writing.*
*PO 5. Use organizational strategies (e.g., outline, chart, table, graph, **Venn Diagram, web, story map, plot pyramid**) to plan writing.*
PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.
*PO 7. Use **time management strategies**, when appropriate, to produce a writing product within a set time period.*

Concept 2: Drafting Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.
*PO 1. Use a **prewriting plan** to develop the **main idea**(s) with supporting details.*
PO 2. Sequence ideas into a cohesive, meaningful order.

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Concept 3: Revising
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)

PO 2. Add details to the draft to more effectively accomplish the purpose.

PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.

PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.

*PO 5. Add **transitional words** and phrases to the draft in order to clarify meaning or enhance the writing style.*

*PO 6. Use a variety of sentence structures (i.e., **simple**, **compound**, **complex**) to improve sentence fluency in the draft.*

*PO 7. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*

PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.

Concept 4: Editing
Editing includes proofreading and correcting the draft for conventions.

PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)

PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.

*PO 3. Apply **proofreading marks** to indicate errors in conventions.*

*PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

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Concept 5: Publishing
Publishing involves formatting and presenting a final product for the intended audience.
PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).
PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.
PO 3. Write legibly.

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
PO 1. Maintain a clear, narrow focus to support the topic.
PO 2. Write with an identifiable purpose and for a specific audience.
PO 3. Provide sufficient, relevant, and carefully selected details for support.
PO 4. Demonstrate a thorough, balanced explanation of the topic.
PO 5. Include ideas and details that show original perspective and insights.

Concept 2: Organization
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.
*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).*
PO 2. Include a strong beginning or introduction that draws in the reader.
*PO 3. Place details appropriately to support the **main idea**.*

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PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.
*PO 6. Create an ending that provides a sense of **resolution** or closure.*

Concept 3: Voice
Voice will vary according to the type of piece, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.
*PO 3. Choose appropriate voice (e.g., formal, informal, **academic discourse**) for the application.*
PO 4. Use engaging and expressive language that shows a commitment to the topic.
PO 5. Use language appropriate to purpose, topic, and audience.

Concept 4: Word Choice
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.
PO 2. Use vocabulary that is original, varied, and natural.
PO 3. Use words that evoke clear images.
PO 4. Use **literal** and **figurative language** intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)
PO 5. Use **clichés** only when appropriate to purpose.

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Grade 10

Concept 5: Sentence Fluency
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

PO 1. Use a variety of sentence structures (**simple**, **compound**, **complex**, **and compound-complex**) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.

PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.

PO 3. Demonstrate a flow that is natural and powerful when read aloud.

Concept 6: Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1. Use capitals correctly for:

- a. ***proper nouns:***
  - *holidays*
  - *place/regional names*
  - *languages*
  - *historical events*
  - *organizations*
  - *academic courses (e.g., algebra/Algebra I)*
  - *product names*

- b. *words used as names (e.g., Grandpa, Aunt Lyn)*
- c. *literary titles (book, story, poem, play, song)*
- d. *titles*
- e. *abbreviations*
- f. ***proper adjectives*** *(e.g., German shepherd, Chinese restaurant)*

PO 2. Use commas to correctly punctuate:
- a. *items in a series*
- b. *greetings and closings of letters*
- c. *introductory words, phrases and clauses*
- d. ***direct address***

- e. ***interruptors***
- f. ***compound sentences***
- g. ***appositives***
- h. ***dialogue***

PO 3. Use quotation marks to punctuate:
- a. ***dialogue***
- b. *titles*
- c. *exact words from sources*

PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).

PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.

PO 6. Use semicolons to punctuate **compound** and **compound-complex sentences** when appropriate.

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PO 7. Use apostrophes to punctuate:
    a. contractions
    b. singular possessives
    c. plural possessives

PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.
PO 9. Spell words correctly.
PO 10. Use paragraph breaks to reinforce the organizational structure, including **dialogue**.

PO 11. Demonstrate control of grammar and usage in writing:
    a. parts of speech
    b. verb forms and tenses
    c. subject/verb agreement
    d. pronoun/antecedent agreement
    e. parallel structure
    f. comparative and superlative degrees of adjectives
    g. modifier placement
    h. **homonyms**

PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized **style manual**).

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6

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Grade 10

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive
Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **reflective personal narrative** that:
   a.   describes a sequence of events, communicating the significance of the events to the audience
   b.   sets scenes and incidents in specific times and places
   c.   describes with specific details the sights, sounds, and smells of the scenes
   d.   describes with specific details the actions, movements, gestures, and feelings of the characters
   e.   uses **interior monologue**
   f.   uses **figurative language** (e.g., **simile**, **metaphor**, **personification**)

Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.

Concept 2: Expository
Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1*. Write an explanatory, multi-paragraph essay that*:
   a.   *includes background information to establish the **thesis (hypothesis**, essential question), as appropriate*
   b.   *states a t**hesis (hypothesis**, essential question) with a narrow focus*
   c.   *includes **evidence** in support of a **thesis (hypothesis**, essential question) in the form of details, facts, examples, or reasons*
   d.   *communicates information and ideas from **primary and/or secondary sources** accurately and coherently, as appropriate*
   e.   *attributes sources of information, as appropriate*
   f.   *includes a topic sentence for each body paragraph*
   g.   *includes relevant factors and variables that need to be considered*
   h.   *includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate*
   i.   *includes an effective conclusion*

Example: Discuss three reasons why the bombing of Hiroshima was a controversial act.

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Concept 3: Functional
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a business letter and/or memo that:
  a. presents information purposefully and succinctly to meet the needs of the intended audience
  b. follows a conventional format (block, modified block, memo, email)

Example: Write a letter requesting an informational interview with a person in a career area that interests you.

PO 2. Address an envelope for correspondence that includes:
  a. *an appropriate return address*
  b. *an appropriate recipient address*

Concept 4: Persuasive
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:
  a. *states a position or claim*
  b. *presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals*
  c. *attributes sources of information when appropriate*
  d. *structures ideas*
  e. *addresses the reader's concerns*

Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

(See R10-S3C3)

Concept 5: Literary Response
Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. *Write a literary analysis that:*
  a. analyzes the author's use of **literary elements** (i.e., **theme**, **point of view**, **characterization**, **setting**, **plot**)
  b. analyzes different elements of **figurative language** (i.e., **simile**, **metaphor**, **personification**, **hyperbole**, **symbolism**, **allusion**, **and imagery**) in a literary selection
  c. compares the illustration of the same **theme** in two different literary **genres**, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)
  d. identifies how an author's choice of words and i**magery** sets the **tone** and advances the work's **theme**

Example: Write an essay explaining Gwendolyn Brook's use of word choice in "We Real Cool" to communicate its theme.

(See R10-S2C1)

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Concept 6: Research
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Write a research report that:
  a.   incorporates **evidence** in support of a thesis/claim
  b.   integrates information from two or more pieces of primary and/or secondary research information
  c.   makes distinctions between the relative value and significance of specific data, facts, and ideas
  d.   integrates direct quotes
  e.   uses **internal citations**
  f.   includes a works cited, bibliography, or reference page

Example: Write a report on the Globe Theatre explaining its significance in the development of Shakespeare's works.

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