English 1/Adv. English 1: Informative/Expository Writing

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| **Grade: 9th** | **Subject: English** |
| **Power Standard:** *The student is able to write clearly and accurately, demonstrating a strong understanding of the writing process.* | |
| **Learning Target(s):**   1. I can compose a text appropriate for a given purpose - informative/expository 2. I can demonstrate appropriate conventions, **vocabulary**, voice and academic tone. 3. I can integrate and cite textual evidence to support my ideas, using a standard format. | |
| Level 4:  The text I composed was used in presentation or publication outside of school.  *(ex. Chamber of Commerce presentation, School Board presentation, Scholarship Contest Award, Community Award, Other publications – book, newspaper, magazine, etc.)* | Assessment Items: |
| Level 3.5:  I can exhibit all skills required for a 3, and my use of academic and college ready vocabulary provides effective voice academic tone, beyond grade level expectations. | |
| Level 3:  I can compose a text appropriate for a given purpose - informative/expository   * Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example, headings), graphics (for example, figures, tables), and multimedia when useful to aiding comprehension. * 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. * Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic)   I can demonstrate appropriate conventions, **vocabulary**, voice and academic tone.  I can integrate and cite textual evidence to support my ideas, using a standard format.   * Integrate information into the text, selectively, to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation. (MLA) | Assessment Items: |
| Level 2.5:   * Introduce a topic; organize ideas, concepts, and information to make important connections and distinctions; include formatting (for example, headings), graphics (for example, figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic with well-chosen, relevant, and sufficient facts, definitions, details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use descriptive vocabulary to manage the complexity of the topic. * Establish a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic) | |
| Level 2:  I can recognize or recall specific vocabulary such as:   * *audience, clarify, cohesion, complex, concluding statement, concrete, connection, convey, discipline, distinction, domain-specific vocabulary, formal style, formatting, heading, implication, informative/expository, objective tone, organization, precise, quotation, relevant, significance, sufficient, support, thesis, topic, transition, varied.*   I can perform basic processes, such as:   * Select a topic from a list or teacher-provided prompt * Create and revise a thesis * Organize ideas and information * Write and informative/explanatory composition using a teacher-provided template (which includes all of the 3.0 elements)   I can demonstrate use of a style resource to check conventions.  I can paraphrase and incorporate information into my writing using a standard format. | Assessment Items:  Vocabulary |
| Level 1.5:  Using the teacher provided templates, I can perform 4 of the 6 skills at the 2.5 level. | |
| Level 1:  Using the teacher provided templates, I can perform 3 of the 6 skills at the 2.5 level. | Assessment Items: |
| **IE (Insufficient Evidence):** I cannot / will not demonstrate understanding of Level 2 content without help from the teacher. | |