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.
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| 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)
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| 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. |