

11th-12th Grade Academic Content Standards for English Language Arts

Standard: **Writing Applications**

	Grade Level Indicator	Implementation Plan
	<p>1. Write reflective compositions that:</p> <ul style="list-style-type: none"> a. use personal experiences as a basis for reflection on some aspect of life; b. draw comparisons between specific incidents and abstract concepts; c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and d. move from specific examples to generalizations about life. <p>e. evaluate a student's own portfolio of writings and experience as a writer through the year</p>	
	<p>2. Write responses to literature that:</p> <ul style="list-style-type: none"> a. advance a judgment that is interpretative, analytical, evaluative or reflective; b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; d. identify and assess the impact of possible ambiguities, nuances and complexities within text; e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and f. provide a sense of closure to the writing. 	

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	<p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:</p> <ul style="list-style-type: none">a. report, organize and convey information accurately;b. use formatting techniques that make a document user-friendly; andc. anticipate readers' problems, mistakes and misunderstandings.	
	<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none">a. develop a controlling idea that conveys a perspective on the subject;b. create an organizing structure appropriate to purpose, audience and context;c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;d. make distinctions about the relative value and significance of specific data, facts and ideas;e. anticipate and address a reader's potential biases, misunderstandings and expectations; andf. provide a sense of closure to the writing. <p>g. document sources in MLA format</p>	

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	<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none">a. articulate a clear position;b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; andc. develop arguments using a variety of methods (e.g., examples, expert opinion, cause-effect reasoning).	
	<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	