

# Language Arts Priority Standards

## ENGLISH: Writing

	Mastery
	Competent
	Developing
	Beginning

### WRITING

Successful students know that effective writing is most often the result of a process that takes place over time. Effective writers invent, compose, draft, revise, and edit their texts in successive trials to promote greater understanding and communication.

SKILL 1 Analyze and select effective strategies for generating ideas and planning writing. Skills based on college board language.	GLE	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Use an efficient writing process including pre-writing, drafting, revising, proofing and publishing.	1.1.1-6													
B. Write summaries of concepts discovered in the reading.	2.2.1 2.3.1													
C1. Select a topic and determine purpose and audience's expectations and needs.	2.1.1 2.2.1 3.1.1													
C2. Anticipate and address readers' questions or arguments in a way that avoids historical and social stereotypes.	2.1.1													
D. Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience.	2.1.1													

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<b>SKILL 1</b> <b>Analyze and select effective strategies for generating ideas and planning writing.</b> Skills based on college board language.	<b>GLE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
E. Examine and utilize various modes of discourse: E1. persuasion	2.3.1													
E2. exposition														
E3. description														
E4. narration														

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SKILL 2 Compose and revise text.	GLE	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Compose a draft guided by purpose.	1.1.1, 1.2.1, 1.3.1, 1.4.1, 1.6.1,													
B. Use self-assessment and feedback from readers to create a revision plan to add, remove, change, or reorder material.	3.1.1, 3.1.2, 3.2.1-3, 3.3.1-4, 4.1 (all)													

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<b>SKILL 3</b> <b>Use collaborative skills as part of the writing process.</b>	<b>GLE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Participate in shared decision making to assign responsibilities for completing complex writing tasks.	1.5.1, 1.6.2													
B. Have the basic skills needed to learn how to manage electronic files effectively and to perform tasks associated with the writing process. (E.g. the ability to manage multiple logins and passwords for different environments--portals, virtual classrooms, campus computer labs, Ed-Line, E-mail, etc.).														
C. Save writing in an electronic file format that is accessible by others, including peers and instructor.														

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<b>ENGLISH: Writing</b>														
<b>SKILL 4</b> <b>Analyze, select, or develop effective organizational structures.</b>	<b>GLE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Write logically organized papers of developmentally appropriate length and complexity, appropriately documented with citations and references.	1.5.1 2.2.1 2.3.1													
B. Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted.	3.1.1 3.1.2 3.3.8													

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	GLE	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>SKILL 5</b> Adapt voice, style, sentence patterns, and word choice to content, context, purpose, and audience.	3.2.1													
	3.2.2													
	3.2.3													

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SKILL 6 Construct writing under time constraints.	GLE	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Analyze essay prompts to determine parameter and strategy for response.	1.6.3													
B. Write a well-organized, multi-paragraph essay to a prompt.														

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<b>SKILL 7</b> <b>Understand and apply the principles of diction, syntax and grammar through editing of text.</b>	<b>GLE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
A. Use the four basic sentence patterns effectively: simple, compound, complex, (complex-compound: grade 9).	1.4.1 3.3.2 3.3.3 3.3.4 3.3.5 3.3.6 3.3.7 3.3.8														
B. Understand and apply the parts of speech correctly and accurately: noun, pronoun, adjective, adverb, conjunction, interjection, verb, preposition.															
C. Apply the rules of usage and mechanics, while editing with a critical eye, using appropriate resources as needed (e.g., dictionary, electronic language tools, self-initiated checklist or editing guide, peer reviewer).															
D. Understand that proficient writing requires continuous editing for accuracy in grammar, usage, conventions, and spelling.															
E. Analyze the rules of usage and mechanics and their importance to meaning.															