

Course/Grade Level: Eleventh Grade Language Arts Curriculum

Focus: Students will demonstrate persuasive writing skills. They will utilize effective research skills to produce a complete research product.

LA.11.1 **Students will write *persuasive* text using the writing process.***
Students will...

- LA.11.1.1 ▲ use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- **write a thesis statement that asserts an arguable position or opinion**
 - select and use personal experience, observations, and prior knowledge as sources for creating a persuasive text
 - **select and use researched information deemed important in allowing a reader to reach a conclusion**
 - **expand the main topic in a balanced format to support the writer's position**
 - **anticipate and accommodate a reader's questions and counter-arguments**
 - **focus an argument by using the persuasive techniques of logical thinking and appeals to reason, authority, and/or emotion**
 - analyze and understand the implications and consequences of plagiarism
- LA.11.1.2 ▲ use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- apply appropriate strategies to generate persuasive text
 - write a cohesive piece that includes an introduction that engages the reader, a body that uses persuasive strategies (logical placement of evidence) to demonstrate the writer's position, and a conclusion that reinforces the writer's original position
 - arrange information within each paragraph in a logical and effective sequence to **persuade the reader**
 - use appropriate transitions to connect ideas within and between paragraphs
- LA.11.1.3 ▲ use authentic and appropriate *voice* (prewriting, drafting, and revising).
- select vocabulary and figurative language that conveys a particular tone and personality
- LA.11.1.4 ▲ use effective *word choice* (prewriting, drafting, and revising).
- use language that is appropriate for **persuasive writing** and easy for the audience to understand
 - incorporate words that are precise and suitable **for persuasive writing**

*see appendix for writing process

Underline: new to grade level

Bold: unique to mode

▲: state-tested indicator

- LA.11.1.5 ▲ use *sentence fluency* (drafting and revising).
- use a variety of sentence structures and lengths to make the reading pleasant and natural
 - create a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the subject matter
 - use fragments only for stylistic effect
 - include convincing dialogue, only if appropriate
- LA.11.1.6 ▲ use standard American English *conventions* (drafting and proofreading).
- punctuate correctly to easily guide the reader through the text
 - use correct grammar and usage, which may be manipulated for stylistic effect and clarity
 - spell word correctly and use available resources
 - use correct paragraph divisions to reinforce the organizational structure of the text

***see appendix for writing process**

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LA.11.2 **Students will apply writing skills to demonstrate learning by completing a standard research product.**

Students will...

- LA.11.2.1 generate relevant, investigating, and researchable questions in order to create a thesis/hypothesis.
- LA.11.2.2 use knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.
- LA.11.2.3 locate appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.
- LA.11.2.4 verify the accuracy, relevance, and completeness of information.
- LA.11.2.5 analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts, and themes.
- LA.11.2.6 document sources of information using a standard format.
- LA.11.2.7 use accepted note-taking techniques to summarize and paraphrase source material.
- LA.11.2.8 use an accepted format when completing a research product (e.g., APA or MLA).

LA.11.3 **Students will use ethical research practices.**

Students will...

- LA.11.3.1 analyze and understand implications and consequences of plagiarism (e.g., ethical, legal, professional).
- LA.11.3.2 express information in own words using appropriate organization and grammar, word choice, and tone sufficient to the audience.
- LA.11.3.3 cite references for all sources of information including summarized and paraphrased ideas from the other authors.
- LA.11.3.4 construct a bibliography with author, title, publisher, year, website name and address, and copyright date using a standard style formatting website (e.g., easybib or son of a citation machine).

LA.11.4 **Students will speak effectively.**

Students will...

- LA.11.4.1 develop oral presentations for peers.
- LA.11.4.2 avoid distracting delivery behaviors.
- LA.11.4.3 effectively use materials and equipment.
- LA.11.4.4 participate appropriately in small groups.
- LA.11.4.5 show sensitivity to feelings and opinions of others.

***see appendix for writing process**
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LA.11.5

Students will listen effectively.

Students will...

- LA.11.5.1 listen attentively and participate appropriately in formal and informal settings.
- LA.11.5.2 identify and recognize verbal and non-verbal cues.
- LA.11.5.3 follow simple and multi-step directions and offer appropriate feedback.
- LA.11.5.4 utilize accepted note-taking skills in formal and informal settings.

APPENDIX - THE WRITING PROCESS

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."