



## 2011-12 Kenton County High School Writing Continuum

<b>Characteristics of Effective Writing</b> (CCR WR 9-12: 4, 5, 9, and 10)	<ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>
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### Process Writing (In Language Arts)

Text Type and Purpose	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Informational/ Explanatory (CCR WR 9-12: 2)	Style Analysis Essay (SB Unit 2)	Literary Analysis Essay (SB Unit 2) Author Analysis Essay (SB Unit 3)	Literary Analysis Essay (SB Unit 4)	Literary Analysis Essay (SB Unit 2)
Argumentative (CCR WR 9-12: 1)	Poet Analysis Essay (SB Unit 3)	Injustice Issue Piece (SB Unit 4)	American Dream Essay (SB Unit 1)	Argumentative Literary Analysis Essay (SB Unit 3)
Embedded Narrative (CCR WR 9-12: 3)	Interview Narrative (SB Unit 1)	Memoir/Personal Essay (SB Unit 1)	Embedded Narrative (SB Unit 3)	Post-Secondary Application Essay (SB Unit 1)

### Process Writing (In Science and Social Studies)

Argumentative OR Informational/Explanatory	One Standards-based LDC Content Piece Per Course	One Standards-based LDC Content Piece Per Course	One Standards-based LDC Content Piece Per Course	One Standards-based LDC Content Piece Per Course
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### On-Demand Writing (Language Arts)

Argumentative Informational/Explanatory Narrative	Informational Explanatory Writing Workshop (SB Unit 4)	Media Censorship Argumentative Piece (SB Unit 1) Writing Workshop 8 (SB Unit 3)	Passage-based Argumentative Piece (SB Unit 1) Passage-based Informational/Explanatory Piece (SB Unit 2) Embedded Narrative Piece – Workshop 4 (SB Unit 3)	
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### Language Standards (CCR L 9-12: 1, 2, 3 and 6)

- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Resolve issues of complex or contested usage, consulting references (e.g. *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- Apply knowledge of language to make effective choices for meaning or style.
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual*) appropriate for the discipline and writing type.
- Use accurately general academic and domain-specific words and phrases, sufficient for writing at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to expression.