

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Writing**

**GRADE: 12**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

## TIMELINE: Semester 1

<p><b>Strand: Writing</b>  <b>Text Types and Purposes</b>                      2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>M</b>                      a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <b>M</b>                      b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. <b>M</b>                      c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <b>M</b>                      d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <b>M</b>                      e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>M</b>                      f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>M</b></p>	<p>I can write an informative explanatory text.</p> <p>I can introduce a topic and organize new elements to create a unified whole.                      I can use formatting, graphics, and multimedia appropriate to audience and task in my writing.</p> <p>I can select the most significant facts to develop a topic.                      I can use definitions, details, quotations, and other examples appropriate to audience knowledge of a topic.                      I can use transitions and syntax to link sections, create cohesion, and clarify complex ideas.</p> <p>I can use precise language, vocabulary, and figurative language.</p> <p>I can use formal style and objective tone while following standard conventions.</p> <p>I can write a concluding statement/section reflective of the information.</p>	<p>Knowledge                      Application                      Synthesis                      Comprehension                      Evaluation</p>	<p>Analogy                      Antonym                      Appropriate Language                      Connotations                      Description                      Dialogue                      Fiction                      Imagery                      Modifiers                      Narrative                      Non-fiction                      Pacing                      Plot line                      Point of view                      Punctuating Quotation                      Reflection                      Restatement                      Sensory                      Suffixes                      Synonym                      Syntax</p>
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**Colorado SS: W.2a-f**

1. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments
2. Select appropriate and relevant information (excluding extraneous details to set context)
3. Address audience needs and anticipate audience questions or misunderstandings
4. Select and build context for language appropriate to content (technical, formal)
5. Support judgments with substantial evidence and purposeful elaboration
6. Draw a conclusion by synthesizing information
7. Revise writing using feedback to maximize effect on audience and to calibrate purpose

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<p><b>Strand: Writing</b>  <b>Text Types and Purposes (continued)</b>                      3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>M</b>                      a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. <b>M</b>                      b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <b>M</b>                      c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). <b>M</b>                      d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <b>M</b>                      e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <b>M</b></p>	<p>I can write a narrative with appropriate structure, technique, and well-chosen details.</p> <p>I can set out a problem or situation, establish point of view, introduce a narrator and/or characters, and create a smooth progression of events.</p> <p>I can use a variety of narrative techniques to develop plot and characters.</p> <p>I can sequence events to build toward a particular tone or outcome.</p> <p>I can use strong word choice to convey a vivid picture.</p> <p>I can write a conclusion reflective of the resolution.</p>	<p>Knowledge                      Application                      Comprehension</p>	
<p><b>Colorado SS: W.3a-e</b></p> <ol style="list-style-type: none"> <li>1. Use a range of elaboration techniques (such as questioning, comparing, connecting, interpreting, analyzing, or describing) to establish and express point of view and theme</li> <li>2. Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account, short story, personal narrative, narrative poem or song, parody of particular narrative style, play script)</li> <li>3. Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme</li> <li>4. Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader</li> <li>5. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect</li> </ol>			

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<p><b>Strand: Language</b>  <b>Conventions of Standard English:</b>                      1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>M</b>                      a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. <b>M</b>                      b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. <b>M</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>M</b>                      a. Observe hyphenation conventions. <b>M</b>                      b. Spell correctly. <b>M</b></p>	<p>I can demonstrate proper usage of the conventions of standard English in my writing and speaking.</p> <p>I can recognize and apply the knowledge that usage changes over time.</p> <p>I can consult relevant references as needed to resolve issues of usage.</p> <p>I can demonstrate command of the conventions of standard English in writing.                      I can capitalize and punctuate correctly.                      I can hyphenate correctly.                      I can spell correctly.</p>	<p>Knowledge                      Application                      Comprehension</p> <p>Knowledge                      Application</p>	<p>Capitalization                      Complex usage                      Conventions                      Hyphens (usage)                      Punctuation                      Style manual</p>
<p><b>Colorado SS: L.1a-b, L.2a-b</b></p> <p>1. Follow the conventions of standard English to write varied, strong, correct, complete sentences</p> <p>2. Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose</p> <p>3. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose</p>			

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<p><b>Strand: Language</b>  <b>Knowledge of Language:</b>                      3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>M</b>                      a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. <b>M</b></p>	<p>I can vary syntax for effect, different contexts, to make better choices for meaning or style, and to comprehend more fully when reading or listening.                      I can vary sentence patterns                      I can edit work according to a specific style manual.</p>	<p>Knowledge                      Comprehension                      Application                      Synthesis</p>	<p>Context clues                      Etymology                      Formal tone                      Informal tone                      Objective tone                      Style manual                      Syntax</p>

<p><b>Colorado SS: L.3a</b></p>
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<p><b>Strand: Language</b>  <b>Vocabulary Acquisition and Use</b>                      4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. <b>M</b></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). <b>M</b></p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. <b>M</b></p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <b>M</b></p>	<p>I can use a variety of strategies to find the meaning of words and phrases.</p> <p>I can use context clues to determine the meaning of a word.</p> <p>I can use Greek or Latin roots to determine the meaning of a word.</p> <p>I can use prefixes and suffixes to change meaning of a word.</p> <p>I can use prefixes and suffixes to change meaning or part of speech.</p> <p>I can use print and electronic reference materials to determine or verify word meaning, pronunciation, etymology or part of speech with similar denotations.</p> <p>I can verify my initial conclusion of the meaning of a word or phrase in multiple ways.</p>	<p>Knowledge                      Application                      Evaluation                      Analysis                      Synthesis</p>	<p>Alliteration                      College and Career Readiness                      Connotation                      Context clues                      Denotation                      Etymology                      Euphemism                      Figurative language                      Glossary                      Hyperbole                      Idiom                      Inference                      Metaphor                      Multiple-meaning Words                      Onomatopoeia                      Oxymoron                      Part of speech                      Personification                      Reference Materials                      Simile                      Thesaurus</p>
<p><b>Colorado SS: L.4a-d</b>  <b>8<sup>th</sup> grade i-Ready lessons:</b>  <b>(4a and 4d): Determining Word Meaning from Context Clues; Using Greek and Latin Roots and Affixes</b>  <b>(4b): Using Greek and Latin Roots and Affixes</b>  <b>(4c): Determining Word Meaning from Context Clues</b></p>			

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<p><b>Strand: Language</b>  <b>Vocabulary Acquisition and Use (continued)</b>                      5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>M</b>                      a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. <b>M</b>                      b. Analyze nuances in the meaning of words with similar denotations. <b>M</b></p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the <i>college and career readiness</i> level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>M</b></p>	<p>I can interpret figures of speech in context.                      I can understand and apply correct use of figurative language.                      I can analyze the role of a figure of speech in a specific text.                      I can analyze nuances in the meaning of words.</p> <p>I can use vocabulary appropriate to eleventh and twelfth grade topics.                      I can use resources to gather word knowledge when needing a word important for comprehension and or expression.</p>	<p>Knowledge                      Comprehension                      Application                      Analysis                      Evaluate</p> <p>Knowledge                      Comprehension                      Application                      Evaluation</p>	
<p><b>Colorado SS: L.5a-b, L.6</b>  <b>8<sup>th</sup> grade i-Ready lessons:</b>  <b>(5a): Figurative Language and Allusions</b>  <b>(5b): Understanding Relationships Between Words</b>  <b>(6): Determining Word Meaning from Context Clues; Understanding Connotative Meanings; Understanding Relationships Between Words</b></p>			

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**RESOURCES AND NOTES FOR SEMESTER 1:**



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**TIMELINE: Semester 2**

<p><b>Strand: Writing</b>  <b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>M</b></p> <p>5. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) <b>M</b></p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>M</b></p>	<p>I can create clear, organized writing that is appropriate to task, purpose and audience.</p> <p>I can use revising and editing strategies to strengthen my writing.                      I can focus on what is most significant for purpose and audience.</p> <p>I can use technology to publish writing.                      I can update individual or shared writing products.                      I can include new arguments or information in response to ongoing feedback.</p>	<p>Knowledge                      Comprehension                      Application</p> <p>Comprehension                      Analysis                      Application</p> <p>Analysis                      Synthesis                      Application</p>	<p>Assessment                      Author's style                      Business letter                      Critical review                      Critique                      Feature article                      Feedback                      Fiction                      Literary criticism                      Literary critique                      Monologue                      Narrative                      Nonfiction                      Persuasion                      Persuasive                      Podcast                      Poetry                      Professional profile                      Short story                      Story trailer                      Video script                      Wiki</p>
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Colorado SS: **W.4, W.5, W.6**



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<p><b>Strand : Writing</b>  <b>Research to Build and Present Knowledge</b>                      7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>M</b></p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <b>M</b></p>	<p>I can conduct a sustained research project.                      I can focus an inquiry on a problem or question.                      I can conduct a research project to solve a problem.                      I can synthesize multiple sources on a specific subject, and demonstrate knowledge of the subject.</p> <p>I can find authoritative information from multiple print and digital sources.                      I can assess the strengths and weaknesses of each source.                      I can avoid plagiarism by using correct citations and following a standard format.                      I can select and integrate sources smoothly into the text.                      I can cite sources correctly.</p>	<p>Evaluation                      Knowledge                      Application                      Synthesis</p> <p>Application Synthesis                      Evaluation</p>	<p>Analysis                      Business Letter                      Conclusions                      Critical Review                      Evidence                      Feature Article                      Informational text                      Literary Criticism                      Literary text                      Memo                      Nonfiction                      Opinion                      Plagiarism                      Primary source                      Reflection                      Research                      Secondary source                      Thesis</p>

**Colorado SS: W.7, W.8**

1. Define and narrow a topic for self-designed research for a variety of purposes and audiences
2. Critique research questions of self and others for bias and underlying assumptions
3. Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose
4. Design and defend a set of diverse research strategies (e.g., cross-referencing bibliographies, creating annotated bibliographies, researching source credentials) to identify information appropriate to the needs of a research question, hypothesis, or thesis statement
5. Critique and defend evidence relative to its use to address a particular context and purpose
6. Determine and use the appropriate style guide to govern format and documentation of quotations, paraphrases, and other information from a range of research sources
7. Synthesize information to support a logical argument
8. Distinguish between evidence and inferences
9. Identify false premises or assumptions
10. Analyze rhetorical devices used in own and others' appeals
11. Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation

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<p><b>Strand : Writing</b>  <b>Research to Build and Present Knowledge (continued)</b>                      9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>M</b>                      a. Apply grades 11-12 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).                      b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U. S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U. S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>I can research and support an analysis or reflection with evidence from the documents.                      I can understand and draw evidence from both literary texts and informational texts.</p>	<p>Knowledge                      Application                      Synthesis</p>	
<b>Colorado SS: W.9a-b</b>			
<p><b>Strand: Writing</b>  <b>Range of Writing</b>                      10. 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. <b>M</b></p>	<p>I can write over multiple time frames for many reasons for a variety of tasks, purposes, and audiences.</p>	<p>Comprehension                      Application                      Synthesis</p>	<p>Audience                      Reflection                      Revision</p>
<b>Colorado SS: W.10</b>			

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Student Expectation			
<p><b>Strand: Writing</b>  <b>Conventions of Standard English</b>                      1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Gamer's Modern American Usage</i>) as needed. <b>M</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly. <b>M</b></p>	<p>I can demonstrate proper usage of the conventions of standard English.</p> <p>I can apply the understanding that usage follows convention, changes over time, and is sometimes contested.</p> <p>I can consult relevant references as needed to resolve issues of usage.</p> <p>I can use correct capitalization, punctuation, and spelling in my writing.</p> <p>I use hyphens correctly in my writing.</p> <p>I can use correct spelling in my writing.</p>	<p>Knowledge Comprehension Application Evaluation Comprehension Application</p> <p>Knowledge Application</p> <p>Knowledge Comprehension Application</p>	<p>Comma Splice Compound adjective Conventions Quotation Reference material Tone Voice</p>
<p><b>Colorado SS: W.1a-b, W.2a-b</b></p>			

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<p><b>Strand: Writing</b>  <b>Knowledge of Language</b>                      3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>M</b>                      a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <b>M</b></p>	<p>I can apply an understanding of syntax in writing, speaking, listening, and reading.</p> <p>I can vary syntax for effect.                      I can consult references for guidance in my writing.                      I can apply understanding of syntax when studying a text.</p>	<p>Knowledge                      Comprehension                      Application                      Evaluation                      Knowledge                      Application                      Analysis</p>	<p>Reference materials                      Style manuals                      Syntax</p>
<p>Colorado SS: <b>W.3a</b></p>			

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Language			
<p><b>Strand: Writing</b>  <b>Vocabulary Acquisition and Use</b>                      4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from <i>arrange of strategies</i>. <b>M</b>                      a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>M</b>                      b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). <b>M</b>                      c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning, part of speech, etymology, or standard usage. <b>M</b>                      d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <b>M</b></p>	<p>I can use a variety of strategies to determine the meaning of unknown words and phrases.</p> <p>I can use context clues to determine the meaning of a word or phrase.                      I can use Greek or Latin roots to determine the meaning of a word.                      I can use prefixes and suffixes to change meaning or part of speech.</p> <p>I can use reference materials to gather information about a word.                      I can use electronic and print reference materials to verify my preliminary idea about the meaning of a word or phrase.</p>	<p>Comprehension                      Application                      Synthesis                      Knowledge                      Evaluation                      Analysis</p>	<p>Alliteration                      Analogies                      College and Career readiness                      Connotation                      Context clues                      Denotation                      Dialogue                      Documentation                      Etymology                      Figurative language                      Figure of speech                      Glossary                      Hyperbole                      Idioms                      Metaphors                      Nuance                      Online feature article                      Onomatopoeia                      Paradox                      Personification                      Plagiarism                      Prefix                      Primary source                      Similes                      Suffix                      Thesaurus                      Works cited</p>

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Language

<p><b>Strand: Writing</b>  <b>Vocabulary Acquisition and Use (continued)</b>                      5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                      a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. <b>M</b>                      b. Analyze nuances in the meaning of words with similar denotations. <b>M</b></p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the <i>college and career readiness level</i>; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>M</b></p>	<p>I can show understanding of figurative language, word relationships and nuances in word meanings.                      I can interpret figures of speech and analyze their role in context .                      I can find relationships between words that appear similar.</p> <p>I can use grade-appropriate vocabulary.                      I can read, write speak, and listen at my grade level.</p>	<p>Knowledge                      Comprehension                      Application                      Analysis                      Synthesis                      Evaluation</p> <p>Comprehension                      Application                      Analysis                      Synthesis                      Evaluation</p>	
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**Colorado SS: L.4a-d, L.5a-b, L.6**

**8<sup>th</sup> grade i-Ready lessons:**

**(4a and 4d): Determining Word Meaning from Context Clues; Using Greek and Latin Roots and Affixes**

**(4b): Using Greek and Latin Roots and Affixes**

**(4c): Determining Word Meaning from Context Clues**

**(5a): Figurative Language and Allusions**

**(5b): Understanding Relationships Between Words**

**(6): Determining Word Meaning from Context Clues; Understanding Connotative Meanings; Understanding Relationships Between Words**

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**RESOURCES AND NOTES FOR SEMESTER 2:**