

**English Language Arts  
Curriculum  
2007**

**B. WRITING:** Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

<b>Content</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>B1 Interconnected Elements</b>	<p>Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective and style to communicate with target audiences for specific purposes.</p> <p>a. Locate, summarize and synthesize information from primary and secondary sources, as necessary.</p> <p>b. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.</p> <p>c. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose.</p>	<p>Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective and style to communicate with target audiences for specific purposes.</p> <p>f. Locate, summarize and synthesize information from primary and secondary sources, as necessary.</p> <p>g. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.</p> <p>h. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose.</p>	<p>Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective and style to communicate with target audiences for specific purposes.</p> <p>k. Locate, summarize and synthesize information from primary and secondary sources, as necessary.</p> <p>l. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.</p> <p>m. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose.</p>	<p>Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective and style to communicate with target audiences for specific purposes.</p> <p>p. Locate, summarize and synthesize information from primary and secondary sources, as necessary.</p> <p>q. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.</p> <p>r. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose.</p>

	<p>d. Edit for correct grammar, usage and mechanics.</p> <p>e. Create legible final drafts.</p>	<p>i. Edit for correct grammar, usage and mechanics.</p> <p>j. Create legible final drafts.</p>	<p>n. Edit for correct grammar, usage and mechanics.</p> <p>o. Create legible final drafts.</p>	<p>s. Edit for correct grammar, usage and mechanics.</p> <p>t. Create legible final drafts.</p>
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