

## Independent School District of Boise City

### Language Arts - Technical Reading & Writing

#### District Course #0714

Course Description

Open to: 9, 10, 11 or 12 - One Semester Course

Prerequisite: None

Technical Reading and Writing is a one semester required course that may be taken either semester in grades 9-12. This unique course includes elements that students may not have previously encountered in their educational experience. The focus of the course is to prepare students for expository text material they will encounter as high school students, college students, and in today's technological based workplace. "Students success or failure in school is closely tied to their ability to comprehend expository text" (Core 2000). This class will also prepare students to write expository material in a variety of applications. Technical Reading and Writing will also assist students in taking standardized tests like the ISATs, ACTs, and SATs.

#### Course Scope

Unit 1	Learning Strategies	1st/3rd Quarters
Unit 2	Metacognitive Strategies	1st/3rd Quarters
Unit 3	Vocabulary Usage and Development	1st/3rd Quarters
Unit 4	Logical Thinking and Reasoning	1st/3rd Quarters
Unit 5	Technical Reading & Writing	2nd/4th Quarters
Unit 6	Research Process	2nd/4th Quarters

<b>Technical Reading &amp; Writing</b>		<b>District Reference</b> 0714
<b>Unit No 1</b>	<b>Learning Strategies</b>	<b>1sr/3<sup>rd</sup> Quarter</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.01 Develop and apply time management skills.		9.LA.3.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Maintain an agenda or other appropriate organizer for each class.	See course scope and sequence.	TMA EOC
02	Learn how to write a mission statement and set goals.		
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.02 Develop analytical processes for understanding and remembering words, phrases, and information from reading material.		9.LA.1.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use skimming and scanning techniques with non-fiction texts.	See course scope and sequence.	TO

02	Use skimming and scanning techniques to recognize facts and details from texts.		
03	Recognize organizational patterns while reading (e.g., item order, chronological order, sample lists, cause and effect, compare and contrast, proposition and support).		

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.03 Develop and apply test preparation strategies.		9.LA.3.2.1, 9.LA.3.2.2	

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize organizational patterns to aid in test preparation (e.g., T/F, multiple choice, short answer, essay).	See course scope and sequence.	TMA EOC
02	Identify and analyze the hierarchy of questioning techniques (Blooms Taxonomy).		

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.04 Systematically organize and record information (note taking).		9.LA.3.2.1, 9.LA.3.2.2	

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Learn and apply the Cornell system of note taking.	See course scope and sequence.	TMA EOC
02	Develop note taking, paraphrasing, and outlining strategies as an aid to comprehension and recall.		

<b>Technical Reading &amp; Writing</b>		<b>District Reference</b> 0714
<b>Unit 2</b>	<b>Metacognitive Strategies</b>	<b>1st/3rd Quarter</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.05 Demonstrate responsive reading comprehension in a variety of texts by using knowledge of the world to engage with the text.		9.LA.2.2.2, 9.LA.2.2.3, 11.LA.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Understand rhetorical language utilizing ethos, logos and pathos.	See course scope and sequence.	TMA EOC

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.06 Demonstrate a working knowledge of the multiple intelligences.		9.LA.4.2.1, 9.LA.4.2.2, 9.LA.4.2.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Take a variety of assessments to determine individual learning styles.	See course scope and sequence.	TMA EOC
02	Write a summary of each learning style and a personal narrative highlighting his or her individual learning styles.		

<b>Technical Reading &amp; Writing</b>		<b>District Reference</b>
		0714
<b>Unit 3</b>	<b>Vocabulary Usage and Development</b>	<b>1<sup>st</sup>/3<sup>rd</sup> Quarter</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714. Develop a reading vocabulary appropriate to grade level using context clues, analyzing the structure and origin of words.		9.LA.1.8.1, 9.LA.1.8.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Develop context clues strategies to determine the meaning of unfamiliar words, multiple-meaning words, and technical terms.	See course scope and sequence.	TMA EOC
02	Identify prefixes, suffixes, and roots of words and use these word parts to determine word meanings.		

<b>Technical Reading &amp; Writing</b>		<b>District Reference</b>
		0714
<b>Unit 4</b>	<b>Logical Thinking and Reasoning</b>	<b>1<sup>st</sup>/3<sup>rd</sup> Quarter</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.07 Develop and apply logical thinking and reasoning processes.		9.LA.1.2.1., 9.LA.2.2.1, 9.LA.2.2.2, 9.LA.2.2.3, 9.LA.2.3.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Demonstrate understanding of inductive and	See course scope and	TMA

	deductive reasoning processes.	sequence.	EOC
02	Recognize fallacies in inductive and deductive reasoning.		
03	Complete analogies and analyze the underlying relationship between words.		
04	Apply reasoning skills to analyze and evaluate syllogisms.		
05	Recognize propaganda techniques		

<b>Technical Reading &amp; Writing</b>		<b>District Reference</b> 0714
<b>Unit 5</b>	<b>Technical Reading &amp; Writing</b>	<b>2nd/4th Quarter</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.08 Read, understand, and develop technical documents and manuals.		9.LA.1.2.1., 9.LA.2.2.1, 9.LA.2.2.2, 9.LA.2.2.3, 9.LA.3.1.1-5, 9.LA.4.2.3, 9.LA.4.2.1, 9.LA.4.3.1, 11.LA.4.2.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Use personal or objective criteria to draw conclusions, make inferences, decide meanings, form opinions, and make judgments about technical material.	See course scope and sequence	TO
02	Sample workplace reading, technical manuals, and professional journals.		
03	Follow directions in technical manuals.		
04	Produce multimedia presentations (e.g., brochures, pamphlets, PowerPoint, etc.).		
05	Demonstrate understanding of graphs and flow charts through application and analysis.		
06	Write a variety of expository documents (ie pamphlets/brochures, technical manuals/how to guides, applications, resumes, business letters)		
07	Demonstrate understanding of rules governing		

	plagiarism, proper paraphrasing, quoting, and source citation (MLA, Annotated Bibliography).		
08	Learn and apply proofreading, revising, and editing strategies.		
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.09 Develop an understanding of summarizing and paraphrasing.		9.LA.2.1.1., 9.LA.2.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Compose a paraphrase of information.	See course scope and sequence.	TMA EOC
02	Compose a summary of information.		

<b>Technical Reading &amp; Writing</b>		<b>District Reference</b>
		0714
<b>Unit 6</b>	<b>Research Process</b>	<b>2<sup>nd</sup>/4<sup>th</sup> Quarter</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0714.10 Research and organize information around a topic using a wide range of technological and traditional sources.		9.LA.1.2.1., 9.LA.2.2.1, 9.LA.2.2.2, 9.LA.2.2.3, 9.LA.3.1.1-5, 9.LA.4.2.3, 9.LA.4.2.1, 9.LA.4.3.1, 11.LA.4.2.1, 11.LA.4.2.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Select and use legitimate technological and traditional sources (e.g., web site, database, magazine, newspaper, encyclopedia, classified text).	See course scope and sequence.	TMA EOC
02	Incorporate and use PowerPoint or other presentation software to develop a multimedia presentation that reflects the overall course curriculum.		
03	Analyze expository writing (e.g., fact and opinion, cause and effect, drawing conclusions).		
04	Create a works cited document.		
05	Learn and apply proofreading, revising, and editing strategies to create a final product for		

	publication.		
06	Demonstrate understanding of rules governing plagiarism, proper paraphrasing, quoting, and source citation (MLA, Annotated Bibliography).		

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 9  
LANGUAGE ARTS**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Reading Process**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

**Goal 1.1: Acquire Concepts About Print**

No objectives at this grade level.

**Goal 1.2: Acquire Concepts About Text**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.1.2.1 Analyze the structure and format of various informational documents.
- 9.LA.1.2.2 Identify the text characteristics of different genres of literature.

**Goal 1.3: Acquire Phonological Awareness Skills**

No objectives at this grade level.

**Goal 1.4: Acquire Decoding Skills Using Word Parts**

No objectives at this grade level.

**Goal 1.5: Acquire Decoding Skills Using Syllabication**

No objectives at this grade level.

**Goal 1.6: Acquire Decoding Skills Using Context**

No objectives at this grade level.

**Goal 1.7: Acquire Fluency**

No objectives at this grade level.

**Goal 1.8: Vocabulary and Concept Development**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words.
- 9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.

**Standard 2: Comprehension/Interpretation**

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of

classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

### **Goal 2.1: Acquire Strategies and Skill for Comprehending Text**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.
- 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

### **Goal 2.2: Acquire Skills to Comprehend Expository Text**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).
- 9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
- 9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence.

### **Goal 2.3: Acquire Skills for Comprehending Literary Text**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.2.3.1 Read and respond to literature from a variety of genres.
- 9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.
- 9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.
- 9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text.
- 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.
- 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism.
- 9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.

## **Standard 3: Writing Process**

Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

### **Goal 3.1: Acquire Prewriting Skills**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.3.1.1 Generate ideas using a variety of strategies.
- 9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
- 9.LA.3.1.3 Apply organizational strategies to plan writing.
- 9.LA.3.1.4 Match format to purpose and audience.
- 9.LA.3.1.5 Produce a piece of writing within a set period of time.

### **Goal 3.2: Acquire Skills for Writing a Draft**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

### **Goal 3.3: Acquire Skills for Revising a Draft**

#### **Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
- 9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
- 9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
- 9.LA.3.3.5 Use literary models to refine writing style.
- 9.LA.3.3.6 Conference with others to improve writing.

### **Goal 3.4: Acquire Skills for Editing a Draft**

#### **Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

### **Goal 3.5: Acquire Skills to Publish Writing**

#### **Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.3.5.1 Publish improved draft.
- 9.LA.3.5.2 Share writing with intended audience.
- 9.LA.3.5.3 Use appropriate technology to produce a final draft.

### **Standard 4: Writing Applications**

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

### **Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**

#### **Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.
- 9.LA.4.1.2 Write original creative works including prose and poetry.

### **Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills**

#### **Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
- 9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.
- 9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes.

### **Goal 4.3: Acquire Persuasive Writing Skills**

#### **Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion.

### **Goal 4.4: Acquire Skills for Literary Response**

#### **Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works.
- 9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style.

### **Standard 5: Writing Components**

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

#### **Goal 5.1: Acquire Handwriting Skills**

No objectives at this grade level.

#### **Goal 5.2: Acquire Spelling Skills**

No objectives at this grade level.

### **Goal 5.3: Acquire Skills for Sentence Structure**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.5.3.1 Apply correct and varied sentence types in writing.
- 9.LA.5.3.2 Edit for agreement, word usage, and fluency.

### **Goal 5.4: Acquire Skills for Using Conventions**

**Objective(s): By the end of Grade 9, the student will be able to:**

- 9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.
- 9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

### **Standard 6: Communication**

Goals and objectives for this standard included in Grade 9-12 Speech.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 11  
LANGUAGE ARTS**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Reading Process**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

**Goal 1.1: Acquire Concepts About Print**

No objectives at this grade level.

**Goal 1.2: Acquire Concepts About Text**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.

**Goal 1.3: Acquire Phonological Awareness Skills**

No objectives at this grade level.

**Goal 1.4: Acquire Decoding Skills Using Word Parts**

No objectives at this grade level.

**Goal 1.5: Acquire Decoding Skills Using Syllabication**

No objectives at this grade level.

**Goal 1.6: Acquire Decoding Skills Using Context**

No objectives at this grade level.

**Goal 1.7: Acquire Fluency**

No objectives at this grade level.

**Goal 1.8: Vocabulary and Concept Development**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
- 11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.

**Standard 2: Comprehension/Interpretation**

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of

classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

### **Goal 2.1: Acquire Strategies and Skill for Comprehending Text**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
- 11.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

### **Goal 2.2: Acquire Skills to Comprehend Expository Text**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).
- 11.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
- 11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.

### **Goal 2.3: Acquire Skills for Comprehending Literary Text**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that:
  - Trace the development of the major periods of American literature.
  - Contrast the major themes, styles, and trends in different periods.
  - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.
- 11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization.
- 11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
- 11.LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language.
- 11.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.

### **Standard 3: Writing Process**

Students use all five steps of the writing process. Emphasis areas include revising for fluency, clarity and voice.

#### **Goal 3.1: Acquire Prewriting Skills**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.3.1.1 Generate ideas using a variety of strategies.
- 11.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
- 11.LA.3.1.3 Apply organizational strategies to plan writing.
- 11.LA.3.1.4 Match format to purpose and audience.
- 11.LA.3.1.5 Produce a piece of writing within a set period of time.

#### **Goal 3.2: Acquire Skills for Writing a Draft**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

#### **Goal 3.3: Acquire Skills for Revising a Draft**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
- 11.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
- 11.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
- 11.LA.3.3.5 Use literary models to refine writing style.
- 11.LA.3.3.6 Conference with others to improve writing.

#### **Goal 3.4: Acquire Skills for Editing a Draft**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

#### **Goal 3.5: Acquire Skills to Publish Writing**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.3.5.1 Publish improved draft.
- 11.LA.3.5.2 Share writing with intended audience.
- 11.LA.3.5.3 Use appropriate technology to produce a final draft.

## **Standard 4: Writing Applications**

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on persuasive writing.

### **Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.4.1.1 Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.
- 11.LA.4.1.2 Write original creative works including prose and poetry.

### **Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
- 11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
- 11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.

### **Goal 4.3: Acquire Persuasive Writing Skills**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments.

### **Goal 4.4: Acquire Skills for Literary Response**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.
- 11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.

## **Standard 5: Writing Components**

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

### **Goal 5.1: Acquire Handwriting Skills**

No objectives at this grade level.

### **Goal 5.2: Acquire Spelling Skills**

No objectives at this grade level.

### **Goal 5.3: Acquire Skills for Sentence Structure**

**Objective(s): By the end of Grade 11, the student will be able to:**

- 11.LA.5.3.1 Apply correct and varied sentence types in writing.

11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.

**Goal 5.4: Acquire Skills for Using Conventions**

**Objective(s): By the end of Grade 11, the student will be able to:**

11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.

11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

**Standard 6: Communication**

Goals and objectives for this standard included in Grade 9-12 Speech.