



**Write for College © 2008**  
**correlated to**  
**Arizona Writing Standard Articulated by Grade Level**  
**Grade 11**

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, <b>graphic organizers</b> , record of writing ideas and discussion, printed material or other sources).	<b>Student Book:</b> 2-3, 22-24, 145, 151, 163, 165, 170, 182, 188, 207, 212, 219, 233, 236, 239, 258, 286, 319-320
<b>PO 2.</b> Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	<b>Student Book:</b> 23, 29, 92-93, 112, 115, 144, 156, 162, 188, 230, 256, 300, 312, 318
<b>PO 3.</b> Determine the intended audience of a writing piece.	<b>Student Book:</b> 29, 115, 144, 162, 188, 230, 256, 300, 312, 318
<b>PO 4.</b> Establish a <b>controlling idea</b> appropriate to the type of writing.	<b>Student Book:</b> 5, 30, 92-94, 115, 145, 156, 163, 165, 189, 198, 203, 207, 212, 219, 233, 236, 239, 263, 269, 276, 320-321
<b>PO 5.</b> Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , <b>plot pyramid</b> ) to plan writing.	<b>Student Book:</b> 25-28, 97, 145, 151, 163, 165, 170, 176, 189, 193, 203, 207, 212, 226-227, 236, 239, 244, 257, 258, 263, 269, 276, 322-323

<b>Grade 11 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 6.</b> Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	<b>Student Book:</b> 22, 24
<b>PO 7.</b> Use <b>time management strategies</b> , when appropriate, to produce a writing product within a set time period.	<b>Student Book:</b> 465-472, 473-480, 489-494

## C o n c e p t 2 : D r a f t i n g

**Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose**

<b>Grade 11 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 1.</b> Use a <b>prewriting plan</b> to develop the <b>main idea(s)</b> with supporting details.	<b>Student Book:</b> 5-7, 30, 31-38, 98-101, 145, 151, 157, 163, 165, 170, 182, 189, 193, 198, 203, 207, 212, 219, 233, 237, 244, 257, 263, 269, 276, 324-325
<b>PO 2.</b> Sequence ideas into a cohesive, meaningful order.	<b>Student Book:</b> 6-7, 32-37, 98-101, 145, 151, 157, 163, 165, 193, 198, 207, 212, 219, 233, 236, 239, 244, 312, 314, 324-325

## C o n c e p t 3 : R e v i s i n g

**Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)**

<b>Grade 11 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 1.</b> Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	<b>Student Book:</b> 8-9, 44-48, 52, 90, 102, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 312, 314, 325
<b>PO 2.</b> Add details to the draft to more effectively accomplish the purpose.	<b>Student Book:</b> 40-43, 145, 165, 198  The opportunity to address this objective is also available on the following pages: 143-326
<b>PO 3.</b> Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	<b>Student Book:</b> 8-9, 40-43  The opportunity to address this objective is also available on the following pages: 143-326

<b>Grade 11 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 4.</b> Rearrange words, sentences, and paragraphs in the draft to clarify meaning or enhance the writing style.	<b>Student Book:</b> 8-9, 40-43  The opportunity to address this objective is also available on the following pages: 143-326
<b>PO 5.</b> Add <b>transitional words</b> and phrases to the draft in order to clarify meaning or enhance the writing style.	<b>Student Book:</b> 151, 163, 189, 203, 219, 269, 276
<b>PO 6.</b> Use a variety of sentence structures (i.e., <b>simple, compound, complex</b> ) to improve sentence fluency in the draft.	<b>Student Book:</b> 48, 122-123, 145, 157, 163, 165, 170, 176, 182, 193, 198, 203, 207, 212, 219, 236, 239, 244, 257, 263, 269, 276, 312, 580-585
<b>PO 7.</b> Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.	<b>Student Book:</b> 10-11, 49-52, 63-74
<b>PO 8.</b> Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	<b>Student Book:</b> The opportunity to address this objective is also available on the following pages: 143-326

## C o n c e p t 4 : E d i t i n g

**Editing includes proofreading and correcting the draft for conventions.**

<b>Grade 11 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 1.</b> Identify punctuation, spelling, and grammar and usage errors in the draft.	<b>Student Book:</b> 12-13, 53-56, 102, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 312, 314, 326
<b>PO 2.</b> Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	<b>Student Book:</b> 509-593
<b>PO 3.</b> Apply <b>proofreading marks</b> to indicate errors in conventions.	<b>Student Book:</b> 12-13, 53-56, inside back cover  The opportunity to also address this objective is available on the following pages: 131-337
<b>PO 4.</b> Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	<b>Student Book:</b> 12-13, 157  The opportunity to also address this objective is available on the following pages: 131-337

## C o n c e p t 5 : P u b l i s h i n g

**Publishing includes formatting and presenting a final product for the intended audience.**

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	<b>Student Book:</b> 57-61, 125-132, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 203, 207, 212, 219, 233, 236, 257, 276, 301-302, 326
<b>PO 2.</b> Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	<b>Student Book:</b> 125-132, 151, 198, 310

## S t r a n d 2 : W r i t i n g C o m p o n e n t s

**This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.**

## C o n c e p t 1 : I d e a s a n d C o n t e n t

**Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Maintain a clear, narrow focus to support the topic.	<b>Student Book:</b> 16, 17, 20, 30, 76, 102, 103-109, 112, 113, 115, 116, 157, 163, 165, 166, 168, 182, 189, 190, 192, 193, 194, 196, 198, 199, 203, 206, 207, 208, 210, 213, 216, 220, 222, 233, 239, 240, 242, 244, 245, 248, 261, 263, 264, 266, 269, 270, 272, 277, 281
<b>PO 2.</b> Write with an identifiable purpose and for a specific audience.	<b>Student Book:</b> 16, 20, 29, 103-109, 112, 115, 157, 182
<b>PO 3.</b> Provide sufficient, relevant, and carefully selected details for support.	<b>Student Book:</b> 17, 82-83, 102, 103-109, 151, 152, 159, 163, 165, 166-167, 168-169, 171-173, 176, 182, 189, 193, 194-195, 196-197, 198, 199-200, 203, 206, 207, 208-203, 210, 211, 212, 213-215, 216-218, 219, 220-221, 222-225, 233, 239, 240-241, 242-243, 244, 245-247, 248-250, 263, 264-265, 266-267, 269, 270-271, 272-275, 276, 277-280, 281-285
<b>PO 4.</b> Demonstrate a thorough, balanced explanation of the topic.	<b>Student Book:</b> 16, 20, 82-83, 102, 103-109, 165, 189, 193, 206, 212, 219, 239, 244, 245-247, 276, 277-280

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 5.</b> Include ideas and details that show original perspective and insights.	<b>Student Book:</b> 102, 103-109, 113, 154, 176, 182, 203, 219, 236, 244, 276

## C o n c e p t 2 : O r g a n i z a t i o n

**Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.**

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use a structure that fits the type of writing (e.g., letter format, <b>narrative</b> , play, essay).	<b>Student Book:</b> 17, 95-96, 102, 103-109, 115, 141, 144, 146-150, 162, 188, 207, 230, 256, 300
<b>PO 2.</b> Include a strong beginning or introduction that draws in the reader.	<b>Student Book:</b> 16, 20, 32-33, 98-99, 102, 103-109, 146, 149, 151, 152, 154, 157, 159, 163, 165, 166, 168, 170, 174, 176, 177, 182, 183, 189, 190, 192, 194, 196, 198, 199, 201, 203, 204, 205, 207, 208, 210, 212, 213, 216, 219, 220, 222, 233, 234, 235, 236, 237, 239, 240, 242, 244, 245, 248, 257, 259, 261, 263, 264, 266, 269, 270, 272, 276, 277, 281
<b>PO 3.</b> Place details appropriately to support the <b>main idea</b> .	<b>Student Book:</b> 16, 20, 34-35, 82-83, 100, 102, 103-109, 146-150, 157, 159, 163, 165, 170, 171-173, 174-175, 176, 177-179, 182, 183-185, 189, 192, 194-195, 198, 203, 204-205, 206, 208-209, 210-211, 212, 213-215, 216-218, 219, 221, 222-225, 233, 234, 235, 236, 239, 240-241, 242-243, 244, 245-247, 248-250, 259-260, 263, 264-265, 266-267, 269, 270-271, 272-275, 276, 277-280, 281-285
<b>PO 4.</b> Use effective transitions among all elements (sentences, paragraphs, and ideas).	<b>Student Book:</b> 16, 88-89, 103-109, 148, 151, 157, 163, 168-169, 189, 191, 193, 198, 200, 203, 207, 219, 221, 239, 269, 276
<b>PO 5.</b> Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	<b>Student Book:</b> 17, 84-87, 95, 103-109, 151, 157, 168-169, 189-191, 193, 201-202, 213-215, 239, 244, 245-247, 248-250, 411
<b>PO 6.</b> Create an ending that provides a sense of <b>resolution</b> or closure.	<b>Student Book:</b> 16, 20, 36-37, 101, 102, 103-109, 150, 151, 153, 155, 157, 159, 163, 165, 167, 169, 170, 173, 175, 176, 179, 181, 182, 185, 189, 191, 192, 195, 197, 198, 200, 202, 203, 205, 206, 211, 212, 215, 217, 219, 221, 225, 233, 234, 235, 236, 238, 239, 241, 243, 244, 247, 250, 257, 260, 261, 263, 265, 267, 269, 271, 275, 276, 285

### C o n c e p t 3 : V o i c e

**Voice will vary according to the type of piece, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.**

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	<b>Student Book:</b> 16, 18, 20, 29, 102, 103-109, 113, 116, 120-121, 144, 151, 193, 198, 207, 212, 230, 233, 236, 239, 269
<b>PO 2.</b> Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	<b>Student Book:</b> 16, 18, 106-109, 112, 113, 116, 144, 151, 153, 154, 157, 162, 189, 193, 198, 203, 207, 212, 230, 233, 256, 269, 273, 300
<b>PO 3.</b> Choose appropriate voice (e.g., formal, informal, <b>academic discourse</b> ) for the application.	<b>Student Book:</b> 20, 29, 102, 103-109, 115, 144, 163, 170, 171, 188, 230, 244, 257, 263, 269, 276, 300, 318
<b>PO 4.</b> Use engaging and expressive language that shows a commitment to the topic.	<b>Student Book:</b> 16, 18, 20, 29, 106-109, 120, 136-138, 176, 189, 199, 203, 212, 230, 239, 256
<b>PO 5.</b> Use language appropriate to purpose, topic, and audience.	<b>Student Book:</b> 18, 20, 29, 102, 103-109, 115, 170, 176, 180-181, 188, 198, 233, 300

### C o n c e p t 4 : W o r d C h o i c e

**Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.**

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use accurate, specific, powerful words and phrases that effectively convey the intended message.	<b>Student Book:</b> 16, 18, 20, 102, 116, 118-119, 149-150, 151, 152, 154, 157, 163, 165, 176, 180-181, 189, 193, 198, 199, 203, 207, 212, 219, 239, 244, 257, 269, 300
<b>PO 2.</b> Use vocabulary that is original, varied, and natural.	<b>Student Book:</b> 16, 18, 429-430  The opportunity to also address this objective is available on the following pages: 131-337
<b>PO 3.</b> Use words that evoke clear images.	<b>Student Book:</b> 18, 102, 118-119, 149-150, 151, 154, 177-179, 180-181, 193, 239  The opportunity to also address this objective is available on the following pages: 131-337

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 4.</b> Use <b>literal</b> and <b>figurative language</b> intentionally when appropriate.	<b>Student Book:</b> 117, 121-123, 136-138, 146, 147
<b>PO5.</b> Use <b>clichés</b> only when appropriate to purpose.	<b>Student Book:</b> 124

### C o n c e p t 5 : S e n t e n c e F l u e n c y

**Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.**

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use a variety of sentence structures ( <b>simple, compound, complex, compound complex</b> ) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	<b>Student Book:</b> 16, 19, 20, 63-74, 116, 122, 151, 182, 193, 198, 203, 212, 219, 244, 300, 580-585
<b>PO 2.</b> Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	<b>Student Book:</b> 16, 19, 20, 63-74, 116, 122, 151, 182, 193, 198, 203, 212, 219, 244, 300, 580-585
<b>PO 3.</b> Demonstrate a flow that is natural and powerful when read aloud.	<b>Student Book:</b> 16, 19, 20, 63-74, 102, 116, 151, 157, 163, 165, 170, 176, 193, 207, 239, 257, 263, 269, 276

### C o n c e p t 6 : C o n v e n t i o n s

**Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

Grade 11 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use capitals correctly for: <ul style="list-style-type: none"> <li>a. <b>proper nouns</b> <ul style="list-style-type: none"> <li>• holidays</li> <li>• place/regional names</li> <li>• languages</li> <li>• historical events</li> <li>• organizations</li> <li>• academic courses (e.g., algebra/Algebra I)</li> <li>• product names</li> </ul> </li> <li>b. words used as names (e.g., Grandpa, Aunt Lyn)</li> <li>c. literary titles (book, story, poem, play, song)</li> <li>d. titles</li> <li>e. abbreviations</li> <li>f. <b>proper adjectives</b> (e.g., German shepherd, Chinese restaurant)</li> </ul>	<b>Student Book:</b> 529-531

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 2.</b> Use commas to correctly punctuate:</p> <ul style="list-style-type: none"> <li>a. items in a series</li> <li>b. greetings and closings of letters</li> <li>c. introductory words and clauses</li> <li><b>d. direct address</b></li> <li><b>e. interrupters</b></li> <li><b>f. compound sentences</b></li> <li><b>g. appositives</b></li> <li><b>h. dialogue</b></li> </ul>	<p><b>Student Book:</b> 12, 511-515</p>
<p><b>PO 3.</b> Use quotation marks to punctuate:</p> <ul style="list-style-type: none"> <li><b>a. dialogue</b></li> <li>b. titles</li> <li>c. exact words from sources</li> </ul>	<p><b>Student Book:</b> 12, 522-524</p>
<p><b>PO 4.</b> Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p>	<p><b>Student Book:</b> 524-525</p>
<p><b>PO 5.</b> Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p><b>Student Book:</b> 302, 517</p>
<p><b>PO 6.</b> Use semicolons to punctuate <b>compound</b> and <b>compound-complex sentences</b> when appropriate.</p>	<p><b>Student Book:</b> 516</p>
<p><b>PO 7.</b> Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> <li>a. contractions</li> <li>b. singular possessives</li> <li>c. plural possessives</li> </ul>	<p><b>Student Book:</b> 12, 520-522</p>
<p><b>PO 8.</b> Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p><b>Student Book:</b> 518-520, 525-528</p>
<p><b>PO 9.</b> Spell words correctly.</p>	<p><b>Student Book:</b> 538-544</p>
<p><b>PO 10.</b> Use paragraph breaks to reinforce the organizational structure, including <b>dialogue</b>.</p>	<p><b>Student Book:</b> 104-105, 107-109, 146-148, 149-150, 152-153, 154-155, 159, 164, 166-167, 168-169, 171-173, 174-175, 177-179, 180-181, 183-185, 190-192, 194-195, 196-197, 199-200, 201-202, 204-205, 206, 208-209, 210-211, 213-215, 216-218, 220-221, 222-225, 234, 235, 237-238, 240-241, 242-243, 245-247, 248-250, 259-260, 261-262, 264-265, 266-267, 268-270-275, 277-285, 352-359, 373-380</p>

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 11.</b> Demonstrate control of grammar and usage in writing:</p> <ul style="list-style-type: none"> <li>a. parts of speech</li> <li>b. verb forms and tenses</li> <li>c. subject/verb agreement</li> <li>d. pronoun/antecedent agreement</li> <li>e. parallel structure</li> <li>f. comparative and superlative degrees of adjectives</li> <li>g. modifier placement</li> <li>h. <b>homonyms</b></li> </ul>	<p><b>Student Book:</b> 12, 561-579, 58-589</p> <p>The opportunity to address this objective is also available on the following pages: 131-337</p>
<p><b>PO 12.</b> Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized <b>style manual</b>).</p>	<p><b>Student Book:</b> 333-350, 351-360, 361-370, 371-382</p>

### Strand 3: Writing Applications

**Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.**

### Concept 1: Expressive

**Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.**

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write in a variety of expressive forms (e.g., poetry, short story, and/or drama) that:</p> <ul style="list-style-type: none"> <li>a. use voice and style appropriate to audience and purpose</li> <li>b. organize ideas in writing to ensure coherence, logical progression, and support</li> <li>c. employ literary devices (e.g., <b>irony, conceit, foreshadowing, symbolism</b>) to enhance style and voice</li> </ul>	<p><b>Student Book:</b> 145-150, 151-155, 156-159</p>

## C o n c e p t 2 : E x p o s i t o r y

**Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.**

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:</p> <ul style="list-style-type: none"> <li>a. includes background information to establish the <b>thesis (hypothesis, essential question)</b>, as appropriate</li> <li>b. states a <b>thesis (hypothesis, essential question)</b> with a narrow focus</li> <li>c. includes evidence in support of a <b>thesis (hypothesis, essential question)</b> in the form of details, facts, examples, or reasons</li> <li>d. communicates information and ideas from <b>primary and/or secondary sources</b> accurately and coherently, as appropriate</li> <li>e. attributes sources of information as appropriate</li> <li>f. includes a topic sentence for each body paragraph</li> <li>g. includes relevant factors and variables that need to be considered</li> <li>h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</li> <li>i. includes an effective conclusion</li> </ul>	<p><b>Student Book:</b> 163-164, 165-169, 170-175, 176-181, 182-188, 189-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225</p>

## C o n c e p t 3 : F u n c t i o n a l

**Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.**

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional format</li> </ul>	<p><b>Student Book:</b> 301-306, 309, 310-311, 312-313</p>

## Concept 4: Persuasive

**Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.**

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:</p> <ol style="list-style-type: none"> <li>a. states a position or claim</li> <li>b. presents detailed <b>evidence</b>, examples, and reasoning to support effective arguments and emotional appeals</li> <li>c. attributes sources of information when appropriate</li> <li>d. structures ideas</li> <li>e. addresses the reader’s concerns</li> </ol>	<p><b>Student Book:</b> 231-232, 233-235, 236-238, 239-243, 244-250, 251-253</p>

## Concept 5: Literary Response

**Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.**

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a literary analysis that:</p> <ol style="list-style-type: none"> <li>a. evaluates the author’s use of <b>literary elements</b> (i.e., <b>theme, point of view, characterization, setting, plot</b>)</li> <li>b. interprets different elements of <b>figurative language</b> (i.e., <b>simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, extended metaphor/conceit</b>) with emphasis on how the author’s use of language evokes readers’ emotions</li> <li>c. analyzes the way in which the <b>theme</b>, or meaning of a selection, represents a view or comment on life, providing textual evidence for the identified theme</li> <li>d. explains the writer’s use of <b>irony, contradictions, paradoxes, incongruities, and ambiguities</b> in a literary selection</li> <li>e. analyzes an author’s development of time and sequence through the use of complex <b>literary devices</b> such as <b>foreshadowing and flashbacks</b></li> <li>f. explains how meaning is enhanced through various features of poetry, including (e.g., <b>rhythm, repetition, alliteration, consonance, assonance</b>), structure (e.g., <b>meter, rhyme scheme</b>), and graphic elements (e.g., line length, punctuation, word position)</li> </ol>	<p><b>Student Book:</b> 269-275, 276-286, 287-294</p>

## Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

Grade 11 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a research product that:</p> <ul style="list-style-type: none"><li>a. incorporates <b>evidence</b> in support of a <b>thesis</b> or claim</li><li>b. integrates information from <b>multiple primary and/or secondary sources</b></li><li>c. makes distinctions between the relative value and significance of specific data, facts, and ideas</li><li>d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</li><li>e. integrates quotations</li><li>f. uses <b>internal citations</b></li><li>g. includes a works cited, bibliography, or reference page</li></ul>	<p><b>Student Book:</b> 317-326, 327-332, 333-350, 351-360, 361-370, 371-382</p>



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**correlated to**  
**Arizona Writing Standard Articulated by Grade Level**  
**Grade 12**

**Strand 1: Writing Process**

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

**Concept 1: Prewriting**

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, <b>graphic organizers</b> , record of writing ideas and discussion, printed material or other sources).	<b>Student Book:</b> 2-3, 22-24, 145, 151, 163, 165, 170, 182, 188, 207, 212, 219, 233, 236, 239, 258, 286, 319-320
<b>PO 2.</b> Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	<b>Student Book:</b> 23, 29, 92-93, 112, 115, 144, 156, 162, 188, 230, 256, 300, 312, 318
<b>PO 3.</b> Determine the intended audience of a writing piece.	<b>Student Book:</b> 29, 115, 144, 162, 188, 230, 256, 300, 312, 318
<b>PO 4.</b> Establish a <b>controlling idea</b> appropriate to the type of writing.	<b>Student Book:</b> 5, 30, 92-94, 115, 145, 156, 163, 165, 189, 198, 203, 207, 212, 219, 233, 236, 239, 263, 269, 276, 320-321
<b>PO 5.</b> Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram</b> , <b>web</b> , <b>story map</b> , <b>plot pyramid</b> ) to plan writing.	<b>Student Book:</b> 25-28, 97, 145, 151, 163, 165, 170, 176, 189, 193, 203, 207, 212, 226-227, 236, 239, 244, 257, 258, 263, 269, 276, 322-323

<b>Grade 12 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 6.</b> Maintain a record (e.g., lists, journal, folder, notebook) of writing ideas.	<b>Student Book:</b> 22, 24
<b>PO 7.</b> Use <b>time management strategies</b> , when appropriate, to produce a writing product within a set time period.	<b>Student Book:</b> 465-472, 473-480, 489-494

## C o n c e p t 2 : D r a f t i n g

**Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose**

<b>Grade 12 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 1.</b> Use a <b>prewriting plan</b> to develop the <b>main idea(s)</b> with supporting details.	<b>Student Book:</b> 5-7, 30, 31-38, 98-101, 145, 151, 157, 163, 165, 170, 182, 189, 193, 198, 203, 207, 212, 219, 233, 237, 244, 257, 263, 269, 276, 324-325
<b>PO 2.</b> Sequence ideas into a cohesive, meaningful order.	<b>Student Book:</b> 6-7, 32-37, 98-101, 145, 151, 157, 163, 165, 193, 198, 207, 212, 219, 233, 236, 239, 244, 312, 314, 324-325

## C o n c e p t 3 : R e v i s i n g

**Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)**

<b>Grade 12 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 1.</b> Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	<b>Student Book:</b> 8-9, 44-48, 52, 90, 102, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 312, 314, 325
<b>PO 2.</b> Add details to the draft to more effectively accomplish the purpose.	<b>Student Book:</b> 40-43, 145, 165, 198  The opportunity to address this objective is also available on the following pages: 143-326
<b>PO 3.</b> Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	<b>Student Book:</b> 8-9, 40-43  The opportunity to address this objective is also available on the following pages: 143-326

<b>Grade 12 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 4.</b> Rearrange words, sentences, and paragraphs in the draft to clarify meaning or enhance the writing style.	<b>Student Book:</b> 8-9, 40-43  The opportunity to address this objective is also available on the following pages: 143-326
<b>PO 5.</b> Add <b>transitional words</b> and phrases to the draft in order to clarify meaning or enhance the writing style.	<b>Student Book:</b> 151, 163, 189, 203, 219, 269, 276
<b>PO 6.</b> Use a variety of sentence structures (i.e., <b>simple, compound, complex</b> ) to improve sentence fluency in the draft.	<b>Student Book:</b> 48, 122-123, 145, 157, 163, 165, 170, 176, 182, 193, 198, 203, 207, 212, 219, 236, 239, 244, 257, 263, 269, 276, 312, 580-585
<b>PO 7.</b> Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to refine the draft.	<b>Student Book:</b> 10-11, 49-52, 63-74
<b>PO 8.</b> Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	<b>Student Book:</b> The opportunity to address this objective is also available on the following pages: 143-326

## C o n c e p t 4 : E d i t i n g

**Editing includes proofreading and correcting the draft for conventions.**

<b>Grade 12 Performance Objectives</b>	<b>Write for College Student Book</b>
<b>PO 1.</b> Identify punctuation, spelling, and grammar and usage errors in the draft.	<b>Student Book:</b> 12-13, 53-56, 102, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 312, 314, 326
<b>PO 2.</b> Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	<b>Student Book:</b> 509-593
<b>PO 3.</b> Apply <b>proofreading marks</b> to indicate errors in conventions.	<b>Student Book:</b> 12-13, 53-56, inside back cover  The opportunity to also address this objective is available on the following pages: 131-337
<b>PO 4.</b> Apply appropriate tools or strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to edit the draft.	<b>Student Book:</b> 12-13, 157  The opportunity to also address this objective is available on the following pages: 131-337

## C o n c e p t 5 : P u b l i s h i n g

**Publishing includes formatting and presenting a final product for the intended audience.**

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).	<b>Student Book:</b> 57-61, 125-132, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 203, 207, 212, 219, 233, 236, 257, 276, 301-302, 326
<b>PO 2.</b> Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.	<b>Student Book:</b> 125-132, 151, 198, 310

## S t r a n d 2 : W r i t i n g C o m p o n e n t s

**This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.**

## C o n c e p t 1 : I d e a s a n d C o n t e n t

**Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.**

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Maintain a clear, narrow focus to support the topic.	<b>Student Book:</b> 16, 17, 20, 30, 76, 102, 103-109, 112, 113, 115, 116, 157, 163, 165, 166, 168, 182, 189, 190, 192, 193, 194, 196, 198, 199, 203, 206, 207, 208, 210, 213, 216, 220, 222, 233, 239, 240, 242, 244, 245, 248, 261, 263, 264, 266, 269, 270, 272, 277, 281
<b>PO 2.</b> Write with an identifiable purpose and for a specific audience.	<b>Student Book:</b> 16, 20, 29, 103-109, 112, 115, 157, 182
<b>PO 3.</b> Provide sufficient, relevant, and carefully selected details for support.	<b>Student Book:</b> 17, 82-83, 102, 103-109, 151, 152, 159, 163, 165, 166-167, 168-169, 171-173, 176, 182, 189, 193, 194-195, 196-197, 198, 199-200, 203, 206, 207, 208-203, 210, 211, 212, 213-215, 216-218, 219, 220-221, 222-225, 233, 239, 240-241, 242-243, 244, 245-247, 248-250, 263, 264-265, 266-267, 269, 270-271, 272-275, 276, 277-280, 281-285
<b>PO 4.</b> Demonstrate a thorough, balanced explanation of the topic.	<b>Student Book:</b> 16, 20, 82-83, 102, 103-109, 165, 189, 193, 206, 212, 219, 239, 244, 245-247, 276, 277-280

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 5.</b> Include ideas and details that show original perspective and insights.	<b>Student Book:</b> 102, 103-109, 113, 154, 176, 182, 203, 219, 236, 244, 276

## C o n c e p t 2 : O r g a n i z a t i o n

**Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.**

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use a structure that fits the type of writing (e.g., letter format, <b>narrative</b> , play, essay).	<b>Student Book:</b> 17, 95-96, 102, 103-109, 115, 141, 144, 146-150, 162, 188, 207, 230, 256, 300
<b>PO 2.</b> Include a strong beginning or introduction that draws in the reader.	<b>Student Book:</b> 16, 20, 32-33, 98-99, 102, 103-109, 146, 149, 151, 152, 154, 157, 159, 163, 165, 166, 168, 170, 174, 176, 177, 182, 183, 189, 190, 192, 194, 196, 198, 199, 201, 203, 204, 205, 207, 208, 210, 212, 213, 216, 219, 220, 222, 233, 234, 235, 236, 237, 239, 240, 242, 244, 245, 248, 257, 259, 261, 263, 264, 266, 269, 270, 272, 276, 277, 281
<b>PO 3.</b> Place details appropriately to support the <b>main idea</b> .	<b>Student Book:</b> 16, 20, 34-35, 82-83, 100, 102, 103-109, 146-150, 157, 159, 163, 165, 170, 171-173, 174-175, 176, 177-179, 182, 183-185, 189, 192, 194-195, 198, 203, 204-205, 206, 208-209, 210-211, 212, 213-215, 216-218, 219, 221, 222-225, 233, 234, 235, 236, 239, 240-241, 242-243, 244, 245-247, 248-250, 259-260, 263, 264-265, 266-267, 269, 270-271, 272-275, 276, 277-280, 281-285
<b>PO 4.</b> Use effective transitions among all elements (sentences, paragraphs, and ideas).	<b>Student Book:</b> 16, 88-89, 103-109, 148, 151, 157, 163, 168-169, 189, 191, 193, 198, 200, 203, 207, 219, 221, 239, 269, 276
<b>PO 5.</b> Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	<b>Student Book:</b> 17, 84-87, 95, 103-109, 151, 157, 168-169, 189-191, 193, 201-202, 213-215, 239, 244, 245-247, 248-250, 411
<b>PO 6.</b> Create an ending that provides a sense of <b>resolution</b> or closure.	<b>Student Book:</b> 16, 20, 36-37, 101, 102, 103-109, 150, 151, 153, 155, 157, 159, 163, 165, 167, 169, 170, 173, 175, 176, 179, 181, 182, 185, 189, 191, 192, 195, 197, 198, 200, 202, 203, 205, 206, 211, 212, 215, 217, 219, 221, 225, 233, 234, 235, 236, 238, 239, 241, 243, 244, 247, 250, 257, 260, 261, 263, 265, 267, 269, 271, 275, 276, 285

### C o n c e p t 3 : V o i c e

**Voice will vary according to the type of piece, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.**

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	<b>Student Book:</b> 16, 18, 20, 29, 102, 103-109, 113, 116, 120-121, 144, 151, 193, 198, 207, 212, 230, 233, 236, 239, 269
<b>PO 2.</b> Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	<b>Student Book:</b> 16, 18, 106-109, 112, 113, 116, 144, 151, 153, 154, 157, 162, 189, 193, 198, 203, 207, 212, 230, 233, 256, 269, 273, 300
<b>PO 3.</b> Choose appropriate voice (e.g., formal, informal, <b>academic discourse</b> ) for the application.	<b>Student Book:</b> 20, 29, 102, 103-109, 115, 144, 163, 170, 171, 188, 230, 244, 257, 263, 269, 276, 300, 318
<b>PO 4.</b> Use engaging and expressive language that shows a commitment to the topic.	<b>Student Book:</b> 16, 18, 20, 29, 106-109, 120, 136-138, 176, 189, 199, 203, 212, 230, 239, 256
<b>PO 5.</b> Use language appropriate to purpose, topic, and audience.	<b>Student Book:</b> 18, 20, 29, 102, 103-109, 115, 170, 176, 180-181, 188, 198, 233, 300

### C o n c e p t 4 : W o r d C h o i c e

**Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.**

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use accurate, specific, powerful words and phrases that effectively convey the intended message.	<b>Student Book:</b> 16, 18, 20, 102, 116, 118-119, 149-150, 151, 152, 154, 157, 163, 165, 176, 180-181, 189, 193, 198, 199, 203, 207, 212, 219, 239, 244, 257, 269, 300
<b>PO 2.</b> Use vocabulary that is original, varied, and natural.	<b>Student Book:</b> 16, 18, 429-430  The opportunity to also address this objective is available on the following pages: 131-337
<b>PO 3.</b> Use words that evoke clear images.	<b>Student Book:</b> 18, 102, 118-119, 149-150, 151, 154, 177-179, 180-181, 193, 239  The opportunity to also address this objective is available on the following pages: 131-337

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 4.</b> Use <b>literal</b> and <b>figurative language</b> intentionally when appropriate.	<b>Student Book:</b> 117, 121-123, 136-138, 146, 147
<b>PO5:</b> Use <b>clichés</b> only when appropriate to purpose.	<b>Student Book:</b> 124

### C o n c e p t 5 : S e n t e n c e F l u e n c y

**Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.**

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use a variety of sentence structures ( <b>simple, compound, complex, compound complex</b> ) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	<b>Student Book:</b> 16, 19, 20, 63-74, 116, 122, 151, 182, 193, 198, 203, 212, 219, 244, 300, 580-585
<b>PO 2.</b> Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	<b>Student Book:</b> 16, 19, 20, 63-74, 116, 122, 151, 182, 193, 198, 203, 212, 219, 244, 300, 580-585
<b>PO 3.</b> Demonstrate a flow that is natural and powerful when read aloud.	<b>Student Book:</b> 16, 19, 20, 63-74, 102, 116, 151, 157, 163, 165, 170, 176, 193, 207, 239, 257, 263, 269, 276

### C o n c e p t 6 : C o n v e n t i o n s

**Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.**

Grade 12 Performance Objectives	Write for College Student Book
<b>PO 1.</b> Use capitals correctly for: <ul style="list-style-type: none"> <li>a. <b>proper nouns</b> <ul style="list-style-type: none"> <li>• holidays</li> <li>• place/regional names</li> <li>• languages</li> <li>• historical events</li> <li>• organizations</li> <li>• academic courses (e.g., algebra/Algebra I)</li> <li>• product names</li> </ul> </li> <li>b. words used as names (e.g., Grandpa, Aunt Lyn)</li> <li>c. literary titles (book, story, poem, play, song)</li> <li>d. titles</li> <li>e. abbreviations</li> <li>f. <b>proper adjectives</b> (e.g., German shepherd, Chinese restaurant)</li> </ul>	<b>Student Book:</b> 529-531

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 2.</b> Use commas to correctly punctuate:</p> <ul style="list-style-type: none"> <li>a. items in a series</li> <li>b. greetings and closings of letters</li> <li>c. introductory words and clauses</li> <li><b>d. direct address</b></li> <li><b>e. interrupters</b></li> <li><b>f. compound sentences</b></li> <li><b>g. appositives</b></li> <li><b>h. dialogue</b></li> </ul>	<p><b>Student Book:</b> 12, 511-515</p>
<p><b>PO 3.</b> Use quotation marks to punctuate:</p> <ul style="list-style-type: none"> <li><b>a. dialogue</b></li> <li>b. titles</li> <li>c. exact words from sources</li> </ul>	<p><b>Student Book:</b> 12, 522-524</p>
<p><b>PO 4.</b> Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p>	<p><b>Student Book:</b> 524-525</p>
<p><b>PO 5.</b> Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p><b>Student Book:</b> 302, 517</p>
<p><b>PO 6.</b> Use semicolons to punctuate <b>compound</b> and <b>compound-complex sentences</b> when appropriate.</p>	<p><b>Student Book:</b> 516</p>
<p><b>PO 7.</b> Use apostrophes to punctuate:</p> <ul style="list-style-type: none"> <li>a. contractions</li> <li>b. singular possessives</li> <li>c. plural possessives</li> </ul>	<p><b>Student Book:</b> 12, 520-522</p>
<p><b>PO 8.</b> Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p><b>Student Book:</b> 518-520, 525-528</p>
<p><b>PO 9.</b> Spell words correctly.</p>	<p><b>Student Book:</b> 538-544</p>
<p><b>PO 10.</b> Use paragraph breaks to reinforce the organizational structure, including <b>dialogue</b>.</p>	<p><b>Student Book:</b> 104-105, 107-109, 146-148, 149-150, 152-153, 154-155, 159, 164, 166-167, 168-169, 171-173, 174-175, 177-179, 180-181, 183-185, 190-192, 194-195, 196-197, 199-200, 201-202, 204-205, 206, 208-209, 210-211, 213-215, 216-218, 220-221, 222-225, 234, 235, 237-238, 240-241, 242-243, 245-247, 248-250, 259-260, 261-262, 264-265, 266-267, 268-270-275, 277-285, 352-359, 373-380</p>

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 11.</b> Demonstrate control of grammar and usage in writing:</p> <ul style="list-style-type: none"> <li>a. parts of speech</li> <li>b. verb forms and tenses</li> <li>c. subject/verb agreement</li> <li>d. pronoun/antecedent agreement</li> <li>e. parallel structure</li> <li>f. comparative and superlative degrees of adjectives</li> <li>g. modifier placement</li> <li>h. <b>homonyms</b></li> </ul>	<p><b>Student Book:</b> 12, 561-579, 58-589</p> <p>The opportunity to address this objective is also available on the following pages: 131-337</p>
<p><b>PO 12.</b> Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized <b>style manual</b>).</p>	<p><b>Student Book:</b> 333-350, 351-360, 361-370, 371-382</p>

### Strand 3: Writing Applications

**Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.**

### Concept 1: Expressive

**Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.**

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, <b>narrative</b>, and/or drama) that:</p> <ul style="list-style-type: none"> <li>a. use voice and style appropriate to audience and purpose</li> <li>b. organize ideas in writing to ensure coherence, logical progression, and support</li> <li>c. employ literary devices (e.g., <b>irony, conceit, foreshadowing, symbolism and allusion</b>) to enhance style and voice</li> </ul>	<p><b>Student Book:</b> 145-150, 151-155, 156-159</p>

## C o n c e p t 2 : E x p o s i t o r y

**Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.**

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a multi-paragraph essay (e.g., analysis, deduction/induction, extended definition) that:</p> <ul style="list-style-type: none"> <li>a. includes background information to establish the <b>thesis (hypothesis, essential question)</b>, as appropriate</li> <li>b. states a <b>thesis (hypothesis, essential question)</b> with a narrow focus</li> <li>c. includes evidence in support of a <b>thesis (hypothesis, essential question)</b> in the form of details, facts, examples, or reasons</li> <li>d. communicates information and ideas from <b>primary and/or secondary sources</b> accurately and coherently, as appropriate</li> <li>e. attributes sources of information as appropriate</li> <li>f. includes a topic sentence for each body paragraph</li> <li>g. includes relevant factors and variables that need to be considered</li> <li>h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</li> <li>i. includes an effective conclusion</li> </ul>	<p><b>Student Book:</b> 163-164, 165-169, 170-175, 176-181, 182-188, 189-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225</p>

## C o n c e p t 3 : F u n c t i o n a l

**Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.**

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a work-related document (e.g., resume, application essay) that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional format</li> </ul>	<p><b>Student Book:</b> 301-306, 309, 310-311, 312-313</p>

### Concept 4: Persuasive

**Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.**

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:</p> <ol style="list-style-type: none"> <li>a. states a position or claim</li> <li>b. presents detailed <b>evidence</b>, examples, and reasoning to support effective arguments and emotional appeals</li> <li>c. attributes sources of information when appropriate</li> <li>d. structures ideas</li> <li>e. addresses the reader’s concerns</li> </ol>	<p><b>Student Book:</b> 231-232, 233-235, 236-238, 239-243, 244-250, 251-253, 445-446</p>

### Concept 5: Literary Response

**Literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.**

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a literary analysis that:</p> <ol style="list-style-type: none"> <li>a. evaluates the author’s use of <b>literary elements</b> (i.e., <b>theme, point of view, characterization, setting, plot</b>)</li> <li>b. interprets different elements of <b>figurative language</b> (i.e., <b>simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, extended metaphor/conceit</b>) with emphasis on how the author’s use of language evokes readers’ emotions</li> <li>c. explains how meaning is enhanced through various features of poetry, including sound (e.g., <b>rhythm, repetition, alliteration, consonance, assonance</b>), structure (e.g., line length, punctuation, word position)</li> <li>d. analyzes a writer’s word choice <b>imagery</b> as a means to appeal to the reader’s senses and to set the tone, providing evidence from the text to support the analysis</li> <li>e. describes the function of dialogue scene design, <b>soliloquies, asides</b>, and/or <b>character foils</b> in dramatic literature</li> <li>f. compares literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified <b>theme</b></li> <li>g. analyzes characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classification such as poetry, novel, drama, short story, essay) or editorial</li> </ol>	<p>The opportunity to address this objective is available on the following pages:  <b>Student Book:</b> 269-275, 276-286, 287-294</p>

## Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

Grade 12 Performance Objectives	Write for College Student Book
<p><b>PO 1.</b> Write a research product that:</p> <ul style="list-style-type: none"><li>a. incorporates <b>evidence</b> in support of a <b>thesis</b> or claim</li><li>b. integrates information from <b>multiple primary and/or secondary sources</b></li><li>c. makes distinctions between the relative value and significance of specific data, facts, and ideas</li><li>d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</li><li>e. integrates quotations</li><li>f. uses <b>internal citations</b></li><li>g. includes a works cited, bibliography, or reference page</li></ul>	<p><b>Student Book:</b> 317-326, 327-332, 333-350, 351-360, 361-370, 371-382</p>

9/2008.