

10.W.1.1 Students can **write** text using problem/solution and cause/effect organizational patterns.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Identify organizational patterns in text

Verbs Defined:

Key Terms Defined:

- Problem/solution – state a problem, analyze a problem, and propose a solution
- Cause/effect – why something happened, why conditions existed, and/or what resulted from an action or a condition
- Organizational patterns - text structures (see glossary)

Teacher Speak:

Students can compose (write) text using problem/solution and cause/effect organizational patterns (text structures).

Student Speak:

I can write (compose) text using problem/solution and cause/effect text structures (organizational patterns).

Possible resources/references:

10.W.1.2 Students can **revise** a document for voice.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Recognize the unique use of language that determines voice
- Develop individual voice

Verbs Defined:

- Revise – to restructure a piece of writing

Key Terms Defined:

- Voice – the element of writing that reveals the author’s personality

Teacher Speak:

Students can revise (to restructure a piece of writing) a document for voice (the element of writing that reveals the author’s personality).

Student Speak:

I can restructure a piece of writing (revise a document) for the elements of writing that reveals the author’s personality (voice).

Possible resources/reference:

WORKING DOCUMENT

10.W.1.3 Students can write a research document that **cites** sources to support a thesis.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Implement the writing process
- Use clear research questions
- Synthesize information
- Integrate quotations and paraphrasing within text
- Cite sources
- Support important ideas and viewpoints through accurate and detailed references

Verbs Defined:

- Cites - identifies

Key Terms Defined:

- Research document – text using primary and/or secondary sources
- Thesis – a main idea (see glossary)

Teacher Speak:

Students can write a research document (text using primary and/or secondary sources) that cites (identifies) sources to support a thesis (main idea).

Student Speak:

Students can write a text using primary and/or secondary sources (research document that identifies (cites) sources to support a main idea (thesis).

Possible resources/references:

10.W.2.1 Students can **edit** text for the correct use of active and passive voice.

Blooms Level: Application

Learning targets to meet this standard:

- Recognize active and passive voice
- Determine effective use of active and passive voice

Verbs Defined:

- Edit – change (see glossary)

Key Terms Defined:

- Active voice – expressing an action done by the subject of the sentence
- Passive voice – expressing an action done to the subject of the sentence

Teacher Speak:

Students can edit (change) text for the correct use of active voice (expressing an action done by the subject of the sentence) and passive voice (expressing an action done to the subject of the sentence).

Student Speak:

I can change (edit) text for the correct expression of an action done by a subject of the sentence (active voice) and the correct expression of an action done to the subject of the sentence (passive voice).

Possible resources/references:

10.W.2.2 Students can **edit** text for the correct use of pronouns and pronoun case.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify types of pronouns
- Identify antecedents
- Identify pronoun cases

Verbs Defined:

- Edit – change (see glossary)

Key Terms Defined:

- Pronouns – words used in place of nouns
- Pronoun cases – the forms of pronouns determined by use in a sentence

Teacher Speak:

Students can edit (change) text for the correct use of pronouns (words used in place of nouns) and pronoun cases (the forms of pronouns determined by use in a sentence).

Student Speak:

I can change (edit) text for the correct use of words used in place of nouns (pronouns) and the forms of pronouns determined by use in a sentence (pronoun cases).

Possible resources/references:

10.W.2.3 Students can **edit** text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Recognize quoted material, titles, emphasized words, and dialogue
- Use quotation marks and italics

Verbs Defined:

- Edit – change (see glossary)

Key Terms Defined:

Teacher Speak:

Students can edit (change) text for correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.

Student Speak:

I can change (edit) text for correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.

Possible resources/references:

10.W.2.4 Students can identify and **incorporate** conjunctions in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Recognize coordinating, correlative, and subordinate conjunctions
- Use appropriate punctuation

Verbs Defined:

- Incorporate - use

Key Terms Defined:

- Conjunctions – connectors for words, phrases, and clauses
- Writing process – (see glossary)

Teacher Speak:

Students can identify and incorporate (use) conjunctions (connectors for words, phrases, and clauses) in the writing process.

Student Speak:

I can identify and use (incorporate) connectors for words, phrases, and clauses (conjunctions) in the writing process.

Possible resources/references: