

11.W.1.1 Students can **write** text using comparison/contrast organizational patterns.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Recognize the block and point-by-point methods of comparison/contrast
- Integrate transitions in comparison/contrast writing
- Use appropriate punctuation

Verbs Defined:

Key Terms Defined:

- Comparison – similarities
- Contrast – differences
- Organizational patterns – text structures (see glossary)

Teacher Speak:

Students can write text using comparison (similarities)/contrast (differences) in organizational patterns (text structures).

Student Speak:

I can write text using similarities (comparison)/ differences (contrast) in text structures (organizational patterns).

Possible resources/references:

11.W.1.2 Students can **write** a document analyzing how a work of literature mirrors the themes and issues of its historical period.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Analyze characters, plot, theme, and setting
- Evaluate the way in which the theme or meaning of a selection represents a view or comment on life
- Use textual evidence to support claims
- Identify historical background

Verbs Defined:

Key Terms Defined:

- Analyzing – separating into parts to determine the whole
- Themes – central ideas (see glossary)
- Issues of its historical period – major events in time

Teacher Speak:

Students can write a document analyzing (separating into parts to determine the whole) how a work of literature mirrors the themes (central ideas) and issues of its historical period (major events in time).

Student Speak:

I can write a document separating into parts to determine the whole (analyzing) how a work of literature mirrors the central ideas (themes) and major events in time (issues of its historical period).

Possible resources/references:

11.W.2.1 Students can **edit** text for the correct use of independent and subordinate clauses.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify independent and subordinate clauses
- Use correct punctuation

Verbs Defined:

- Edit – change (see glossary)

Key Terms Defined:

- Independent clauses – word groups that have a subject and verb and express a complete thought
- Subordinate clauses – word groups that have a subject and verb but do not express a complete thought.

Teacher Speak:

Students can edit (change) text for the correct use of independent clauses (word groups that have a subject and verb and express a complete thought) and subordinate clauses (word groups that have a subject and verb but do not express a complete thought).

Student Speak:

I can change (edit) text for the correct use of groups of words that have subjects and verbs and express a complete thought (independent clauses) and groups of words that has a subject and verb but does not express a complete thought (subordinate clauses).

Possible resources/references:

11.W.2.2 Students can **edit** for the correct use of verbals and verbal phrases.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify gerunds, infinitives, and participles
- Use correct punctuation

Verbs Defined:

- Edit- change (see glossary)

Key Terms Defined:

- Verbals – verb forms used as other parts of speech
- Verbal phrases – word groups containing a verbal and its objects and/or modifiers

Teacher Speak:

Students can edit (change text) for correct use of verbals (verb forms used as other parts of speech) and verbal phrases (word groups containing a verbal and its object and/or modifiers).

Student Speak:

I can change (edit) for correct use of verb forms used as other parts of speech (verbals) and word groups containing a verbal and its objects and/or modifiers (verbal phrases).

Possible resources/references:

11.W.2.3 Students can **edit** for the correct use of semicolons and colons.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Recognize the difference between colons and semicolons
- Use colons and semicolons correctly

Verbs Defined:

- Edit – change (see glossary)

Key Terms Defined:

- Semicolon - ;
- Colon - :

Teacher Speak:

Students can edit (change) for the correct use of semicolons (;) and colons (:).

Student Speak:

I can change (edit) for correct use of semicolons (;) and colons (:).

Possible resources/references:

WORKING DOCUMENT

11.W.2.4 Students can **edit** for correct use of parentheses, dashes, hyphens, and ellipses.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify and use parentheses, dashes, hyphens, and ellipses

Verbs Defined:

- Edit – change (see glossary)

Key Terms Defined:

- Parentheses ()
- Dash –
- Hyphen -
- Ellipses ...

Teacher Speak:

Students can edit (change) for correct use of parentheses (), dashes –, hyphens -, and ellipses....

Student Speak:

I can change (edit) for correct use of () parentheses, – dashes, - hyphens, and ... ellipses.

Possible resources/references: