

9.W.1.1 Students can **write** a thesis statement for an expository or persuasive document.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Identify expository writing
- Identify persuasive writing
- Identify thesis statement

Verbs Defined:

Key Terms Defined:

- Thesis statement - main idea (see glossary)
- Expository – explanatory or informational (see glossary)
- Persuasive - convincing or argumentative (see glossary)

Teacher Speak:

Students can write a thesis statement (main idea) for an expository (explanatory or informational) or persuasive (convincing or argumentative) document.

Student Speak:

I can write a main idea (thesis statement) for an explanatory or informational (expository) or convincing or argumentative (persuasive) document.

Possible resources/references:

9.W.1.2 Students can **revise** a document for sentence fluency.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Punctuate correctly
- Use a variety of sentence structures – simple, compound, complex, compound-complex
- Use transitional devices

Verbs Defined:

- Revise – change (see glossary)

Key Terms Defined:

- Fluency – the rhythm and flow of the language

Teacher Speak:

Students can revise a document (change a piece of writing in order to improve style or content) for sentence fluency (the rhythm and flow of the language).

Student Speak:

Students can change a piece of writing in order to improve style or content (revise) a document for the rhythm and flow of the language (sentence fluency).

Possible resources/references:

9.W.1.3 Students can **write** an informational document using primary and secondary sources that are listed on a reference page.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Identify primary and secondary sources
- Express ideas logically and correctly
- Discriminate source quality

Verbs Defined:

Key Terms Defined:

- Informational – nonfiction (see glossary)
- Primary sources – original persons or texts from which ideas, concepts, or research came
- Secondary sources – references that quote or interpret information from the original creator of the idea
- Reference page - a listing of sources used to write the paper

Teacher Speak:

Students can write an informational (nonfiction) document using primary (original persons or texts from which ideas, concepts, or research came) and secondary sources (references that quote or interpret information from a primary source) that are listed on a reference page (a listing of sources used to write the paper).

Student Speak:

I can write a nonfiction (informational) document using original persons or texts to gather ideas or concepts (primary sources) and use references that quote or interpret information from a primary source (secondary sources) that are on a listing of sources used to write a paper (reference page).

Possible resources/references:

9.W.2.1 Students can **revise** text for the correct use of phrases.

Blooms Level: Application

Learning targets to meet this standard:

- Identify prepositional phrases
- Identify appositive phrases

Verbs Defined:

- Revise – change (see glossary)

Key Terms Defined:

- Phrases – groups of related words that lack either a subject or a predicate or both

Teacher Speak:

Students can revise (change a piece of writing in order to improve style or content) text for the correct use of phrases (groups of related words that lack either a subject or a predicate or both).

Student Speak:

I can change a piece of writing in order to improve style or content (revise) of text for the correct use of groups of related words that lack either a subject or a predicate or both (phrases).

Possible resources/references:

9.W.2.2 Students can **identify** and **incorporate** prepositional phrases in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Classify prepositional phrases as adjectives or adverbs

Verbs Defined:

- Identify – select
- Incorporate - use

Key Terms Defined:

- Prepositional phrases – groups of words consisting of a preposition followed by a noun or pronoun
- Writing process – see glossary

Teacher Speak:

Students can identify (select) and incorporate (use) prepositional phrases (groups of words consisting of a preposition followed by a noun or pronoun) in the writing process.

Student Speak:

I can select (identify) and use (incorporate) groups of words consisting of a preposition followed by a noun or pronoun (prepositional phrases) in the writing process.

Possible resources/references: