



Diocese of Greensburg Curriculum
Writing Grade 11

Unit	Standards	Content	Skills
<p>Writing Process</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 11-12</p> <hr/> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> • Central idea • Topic • Stages of the writing process (prewriting, drafting, revising, editing) • Claim • Argument/Persuasive • Narrative • Expository • Thesis • Informational literature • Research paper 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select an appropriate brainstorming strategy including mapping, clustering, freewriting, journalistic. • Group and organize ideas • Limit topic • Find direction, establish opinion and focus • Determine intended audience of composition • Write a topic sentence • Evaluate the depth of existing support and strength of topic sentence using a rubric • Organize the composition by sequencing ideas in a cohesive and balanced manner • Compose, edit, and revise a written text for persuasion, exposition, narration, and research • Distinguish among requirements of writing for literary and informational texts • Distinguish plagiarism from responsible scholarship • Identify the requirements of a research paper

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	<p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection,</p>		

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	<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Persuasive/Argumentative Writing</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 11-12</p> <hr/> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that</p>	<ul style="list-style-type: none"> • Argument • Claim • Counterclaim • Plan of development • Audience • Fact • Logic • Evidence • Details • Examples • Statistics • Expert testimony • SEE method • Ethos • Pathos • Logos • Introduction • Conclusion • Bias • Source • Style • Tone 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Define argument • Define claim • Distinguish counterclaim from claim • Organize claims/counterclaims in a logical and rational plan of development • Distinguish an argument from a fact • Develop a logical argument and claims • Support claims with specific evidence such as details and examples • Support claims with specific evidence such as statistics and expert testimony • Connect facts and evidence to a claim • Connect a series of claims to an argument

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	<p>anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing</p>		<ul style="list-style-type: none"> • Determine the biases of sources, arguments, and audience • Address the concerns, values, and possible biases of the audience • Address the needs of the audience • Write with an objective, formal tone • Write with a consistent style • Write according to standard English conventions of usage and mechanics • Attend to the norms of the discipline (e.g., MLA) • Establish credibility of the writer through implementation of voice and appeals to audience • Address potential counterclaims when developing an argument • Use grade level appropriate emotional appeals • Use grade level appropriate rational appeals • Write an effective introduction • Write an effective conclusion • Write an effective argument

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	<p>and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a</p>		

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	<p>single sitting or a day or two) for a range of tasks, purposes</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Expository Writing (Informational/Explanatory)</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 11-12</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and</p>	<ul style="list-style-type: none"> • Expository writing • Persuasive writing • Audience • Central idea • Thesis • Main points • Details • Examples • Facts • Evidence (support) • Transitions • Primary text • Critical analysis • Text-to-world connection • Literary non-fiction • Introduction • Conclusion • Tone • Style • Language • Vocabulary • Extended definitions • Quotations 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define multi-paragraph expository writing • Distinguish expository writing from persuasive writing • Define thesis • Develop a logical thesis • Construct main points to develop the thesis • Support thesis and main points with details and examples • Address the specific needs of the audience • Create insight through the logical and coherent organization of details and examples • Connect facts to a thesis • Utilize facts to create evidence (support) • Connect evidence (support) to thesis • Connect main points using transitions • Summarize relationship of evidence to thesis • Present a formal, objective tone • Use precise language and topic-specific vocabulary

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	<p>clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing</p>		<ul style="list-style-type: none"> • Write according to standard English conventions of usage and mechanics • Attend to the norms of the discipline (e.g., MLA) • Anticipate the audience's background knowledge of and concerns about the topic • Use formatting, graphics, and/or multimedia to aid comprehension • Maintain a consistent style • Apply critical analysis to a primary text • Make text-to-world connections • Identify the parts of an introduction • Write an effective introduction • Write an effective conclusion that supports the topic and examines its implications and significance • Write an effective expository composition

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	<p>and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in</p>		

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	<p>seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Narrative Writing</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 11-12</p> <hr/> <p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Essay writing</p> <ul style="list-style-type: none"> • critical reasoning • prediction • introduction • conclusion • reflection • tone • organization • problem-solution • theme • emotional appeals • ethos • logos 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Focus a narrative essay on a theme • Establish a clear and consistent narrative point of view • Write in a consistent and unique style • Identify and use strategies to engage the reader • Establish their credibility through appeals to ethos • Evoke emotional and rational responses in the

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	<p>W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • pathos • audience <p>Characteristics of Story Writing</p> <p>Developing character</p> <ul style="list-style-type: none"> • protagonist • antagonist • dialogue • levels of characterization • methods of characterization (direct, indirect) <p>Developing plot and conflict</p> <ul style="list-style-type: none"> • plot structure • setting • mood • exposition • inciting incident • rising action • climax • falling action • resolution • point of view (narrator vs. author) • forms of conflict • central conflict • event sequencing through transitions • foreshadowing • flashback <p>Use of language</p> <ul style="list-style-type: none"> • style • imagery • description • figurative language • pacing 	<p>reader through appeals to pathos and logos</p> <ul style="list-style-type: none"> • Use transitions to amplify the strength of observations and personal experience as the writer develops his/her point • Employ language consistent with the tone/voice of the narrative • Create vivid descriptions using figurative language and imagery • Demonstrate mature command of conventions of standard English grammar and usage • Use narrative techniques such as dialogue, description, and pacing to convey a realistic depiction of events • Use setting to influence plot and conflict • Delineate and develop characters • Create fully-developed characters through behavior and attitudes • Follow a plot structure dependent on a central conflict

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	<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>		

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	<p>range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Research Writing</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 11-12</p> <hr/> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge</p>	<ul style="list-style-type: none"> • Research • Topic • Thesis • Argument • Plan of development • Organization • Purpose • Audience • Source credibility (accuracy, reliability) • Citation • Note-taking • Paraphrase • Precis • Summary • Quotation • Plagiarism • Transitions • Evidence • Inductive reasoning • Deductive reasoning • Works Cited • Introduction • Conclusion • Style • Insight • Tone 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define research • Write an effective and original thesis • Organize main points with a plan of development • Create an effective introduction • Create an effective conclusion • Assess the credibility of sources • Identify and gather information (evidence) • Distinguish among summary, paraphrase, and quotation and use appropriately • Cite sources • Create a Works Cited • Determine the audience • Organize evidence • Organize main ideas into coherent sections • Connect evidence to the thesis

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	<p>level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other</p>	<ul style="list-style-type: none"> • Language • Vocabulary • Research guides: MLA, APA, Chicago Press 	<ul style="list-style-type: none"> • Distinguish plagiarism from responsible scholarship • Write with clarity • Write with a consistent, unique style • Revise for content, coherence, vocabulary, language use, and style • Create insight through the logical and coherent organization of research and reasoning • Present a formal, objective tone • Use precise language and topic-specific vocabulary • Maintain a consistent style • Differentiate among various style, convention, and formatting requirements using such guides as MLA, APA, Chicago Press, etc.

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	<p>information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>		

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	<p>significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one</p>		

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	<p>source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

