

Strategic Writing Plan- Jackson-Madison County Schools Grade Level: Tenth Grade

Ongoing Expectations :

- Teach students to analyze and dissect writing prompts.
- Teach students the criteria used by the state to score writing prompts. (state rubric)

First Semester

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Pre-Writing: Generate notes while collecting information, following a logical note-taking system. 3002.3.14	Pre-Writing: Determine the most effective placement of information using a prewriting graphic organizer. SPI 3002.3.6	Critique ideas and information presented orally by others. 3002.2.5	Distinguish between a summary and a paraphrase. SPI 3002.2.2		
		Create a detailed outline based on research, note-taking, or other method of generating content. 3002.3.15	Identify the targeted audience for a selected passage. SPI 3002.3.11	Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence. 3002.2.3	Distinguish between a critique and a summary. SPI 3002.2.3		
		Narrow an increasingly complex topic so that the research process is manageable and a clear research question is identified. 3002.4.1	Determine the writer's purpose in a writing sample. SPI 3002.3.12	Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression). 3002.3.1	Select the proper format to convey a set of work-related information. SPI 3002.3.14		
		Take and organize notes on information relevant to the topic and identify areas for research. 3002.4.2		Create increasingly complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the following strategies: 3002.3.2	Identify the mode in which a writing sample is written. SPI 3002.3.16		

	Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate. 3002.4.8		Create text features (e.g., headings, subheadings, formatting) as appropriate to signal important points. 3002.3.9			
	Develop topics that address unfamiliar concepts removed from the student's personal experiences and require in-depth analysis. 3002.3.3		Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer). 3002.5.11			
	Drafting: Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression). 3002.3.1	Drafting: Select the thesis statement in a writing sample or passage. SPI 3002.3.7				
	Create increasingly complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the following strategies: 3002.3.2	Select the thesis statement in a writing sample or passage. SPI 3002.3.7				
	Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer). 3002.5.11					
	Paraphrase accurately multiple, challenging ideas and information presented orally by others. 3002.2.4					

Second Semester

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Revising: Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support and support the thesis. 3002.3.4	Revising: Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement). SPI 3002.1.2	Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence. 3002.2.3	Distinguish between a summary and a paraphrase. SPI 3002.2.2	Use print and electronic reference sources as aids in understanding all aspects of words (e.g., spelling, part of speech, definition, cognates, etymology, synonyms). 3002.1.6	Select the research topic with the highest degree of focus. SPI 3002.4.1
		Include relevant, specific, and compelling details. 3002.3.6	Combine a set of simple sentences into a single compound or complex sentence. SPI 3002.1.3	Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression). To a prompt within a specified time. 3002.3.1	Select the proper format to convey a set of work-related information. SPI 3002.3.14	Use both basic and specialized software to incorporate graphics into writing products. 3002.3.20	Differentiate between primary and secondary sources. SPI 3002.4.2
		Employ varied and appropriate organizational structures that support the topic. 3002.3.7	Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments. SPI 3002.1.4	Create increasingly complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the following strategies: 3002.3.2	Identify the mode in which a writing sample is written. SPI 3002.3.16	Narrow an increasingly complex topic so that the research process is manageable and a clear research question is identified. 3002.4.1	Evaluate the reliability and credibility of sources for use in research. SPI 3002.4.3
		Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas. 3002.3.8	Choose the most effective order of sentences in a paragraph. SPI 3002.3.2	Create text features (e.g., headings, subheadings, formatting) as appropriate to signal important points. 3002.3.9		Take and organize notes on information relevant to the topic and identify areas for research. 3002.4.2	Evaluate the validity of Web pages as sources of information. SPI 3002.4.4

	Use precise language, considering audience and purpose (e.g., technical writing, creative expression). 3002.3.10	Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. SPI 3002.3.3	Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer). 3002.5.11		Consider both implicit and explicit information relevant to the topic. 3002.4.3	Determine which statement presents an opposing view from those stated on a Web page. SPI 3002.4.5
	Use compelling verbs and a variety of figurative language (e.g., personification, sarcasm, word play) for effect to meet the needs of audience and purpose. 3002.3.11	Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description. SPI 3002.3.4			Use relevant data to support the research topic. 3002.4.4	Identify information that must be cited or attributed within a writing sample. SPI 3002.4.6
	Use a variety of correct sentence structures for effect. 3002.3.12	Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence. SPI 3002.3.5			Reference relevant primary, secondary, and tertiary sources, demonstrating a systematic search by including resources that are written by authorities in the topic area and written for an informed audience in the field. 3002.4.5	
	Revise to craft a tone, mood, and style that convey the writer's attitude and are appropriate to audience. 3002.3.16	Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage. SPI 3002.3.8			Evaluate resources for their credibility, reliability, strengths, and limitations, using criteria appropriate to the discipline. 3002.4.6	
	Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. 3002.3.19	Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological). SPI 3002.3.9			Collect evidence in varied ways to answer the research question. 3002.4.7	
	Consider both implicit and explicit information relevant to the topic. 3002.4.3	Identify sentences that use effective parallelism within a writing sample. SPI 3002.3.13			Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate. 3002.4.8	
	Comprehend and use figurative language (e.g., idioms, metaphors, similes,	Select the proper format to convey a set of work-related			Craft an introductory section in which a research topic is stated,	

	personification, hyperbole, pun). 3002.8.18	information. SPI 3002.3.14			point of view is stated or implied, terms are defined, and a research context is provided. 3002.4.9	
		Select the most precise word to provide clarity appropriate to audience and purpose. SPI 3002.3.15			Maintain coherence through the consistent use of transitions. 3002.4.10	
		Select an additional sentence to add to an argument within a persuasive text. SPI 3002.5.12			Create an effective organizing structure based on increasingly complex research information, sometimes using multiple organizing structures within the essay. 3002.4.11	
		Distinguish the strongest or weakest point of a given argument. SPI 3002.5.14			Craft a conclusion in which the research question and topic are reemphasized, the main findings are summarized, and conclusions are drawn. 3002.4.12	
		Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose. SPI 3002.8.1			Acknowledge source material and create a bibliography, following a standard format and with a high degree of accuracy. 3002.4.13	
	Editing: Apply a variety of strategies to correct sentence fragments and run-on sentences. 3002.1.2	Editing: Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs. SPI 3002.1.1			Cite sources using a standard format (e.g., MLA, APA), with a high degree of accuracy. 3002.4.14	
	Know and apply a variety of sentence-combining techniques. 3002.1.3	Use commas correctly with appositives and introductory words, phrases, or clauses. SPI 3002.1.5			Appropriately quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources. 3002.4.15	

	<p>Identify basic sentence patterns (e.g., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement). 3002.1.4</p>	<p>Use commas to set off nonessential elements in a sentence. SPI 3002.1.6</p>			<p>To support a research topic, follow a standard format and use appropriate technology to embed text graphics, including a title, numbered pages, and a bibliography. 3002.4.16</p>	
	<p>Recognize and use the appropriate word in frequently confused pairs (e.g., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, assure/ensure/insure). eminent/imminent, 3002.1.8</p>	<p>Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon. SPI 3002.1.7</p>				
		<p>Recognize correct subject-verb agreement with intervening elements. SPI 3002.1.8</p>				
		<p>Recognize a shift in either verb tense or point of view within a writing sample. SPI 3002.1.9</p>				
		<p>Select correct pronoun usage in a sentence (e.g., with compound elements such as <i>between you and me</i>, or following <i>than</i> or <i>as</i>). SPI 3002.1.10</p>				

		Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns. SPI 3002.1.11				
		Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue. SPI 3002.1.12				
		Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure). SPI 3002.1.13				
		Proofread a written passage for errors in punctuation and/or capitalization and/or spelling. SPI 3002.1.15				
		Proofread a passage for correct punctuation, mechanics, and usage. SPI 3002.3.1				

	Publishing: Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence. 3002.2.3	Publishing: Determine the writer's purpose in a writing sample. SPI 3002.3.12				
	Critique ideas and information presented orally by others. 3002.2.5					
	Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression). 3002.3.1					
	Create increasingly complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the following strategies: 3002.3.2					
	Create text features (e.g., headings, subheadings, formatting) as appropriate to signal important points. 3002.3.9					
	Practice writing to a prompt within a specified time. 3002.3.18					
	Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. 3002.3.19					
	Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer). 3002.5.11					

