

Power Benchmarks

Language Arts Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Sixth Grade Writing

Writing Power Benchmark: Students will be able to use the writing process and Standard English to write for a variety of purposes.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Apply the writing process.	<ul style="list-style-type: none"> • Indentation • Pre-write • Determine purpose • Determine audience • Brainstorm • Graphic organizers • Draft • Edit/Revise • Polish/Publish 	<ul style="list-style-type: none"> • Brainstorm to select a specific topic. • Narrow the topic. • Use an appropriate graphic organizer. • Write a draft. • Edit/revise the final product. • Polish and/or word process the final product. • indent paragraphs. 	<p>Applebee, Arthur, et al. <u>Literature and Language</u>. New York: McDougal Littell, 2001.</p> <p>Davenport Community Schools. <u>Pathways to Knowledge Research Guidelines</u>. Davenport: Davenport Community Schools, 2003.</p>
b. Employ the <i>Pathways to Knowledge Research Model</i> throughout the informational paper process.	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Research Model</i> • Appreciation • Pre-search • Search • Interpretation • Communication • Evaluation • Mindmap • Guided questions • Notetaking • Plagiarism • Transitions • Works cited • Organization 	<ul style="list-style-type: none"> • Locate relevant information in print and/or online sources. • Develop notetaking skills. • Use the district's <i>Research Paper Format Guidelines</i> for works cited page. • Synthesize research to avoid plagiarism. 	<p>Davenport Community Schools. <u>Research Paper Format Guidelines</u>. Davenport: Davenport Community Schools, Current Edition.</p> <p>Grade/ Course Anchor Papers</p> <p>Writing Rubric</p>

c. Develop paragraph(s) using topic sentences, supporting details, and concluding sentences.	<ul style="list-style-type: none"> Paragraph Topic sentence Supporting details Concluding sentence/conclusion 	<ul style="list-style-type: none"> Identify the three parts of an effective paragraph. Match topic sentences to supporting details. Develop a concluding sentence/paragraph. 	Grade/Course Benchmark Checklist Strickland, et al. <u>HBJ Language</u> . (Purple Level) New York: Harcourt Brace Jovanovich, 1990.
d. Use specific writing forms (e.g., personal narrative, comparison/contrast, descriptive, informative, and poetry).	<ul style="list-style-type: none"> Writing forms 	<ul style="list-style-type: none"> Match form to purpose. Use selected form. 	
e. Develop multi-paragraph writing (e.g., informational writing or compare/contrast).	<ul style="list-style-type: none"> Introduction Thesis statement Body Topic sentence Supporting details Transitional phrases/sentences Conclusion 	<ul style="list-style-type: none"> Focus the idea/position/stance. Apply focus to thesis statement. Support thesis within the body with details from text/experience. Support each topic sentence within the body with details from text/experience. Use transitional devices to move from one paragraph to another. Provide closure with a one-paragraph conclusion. 	

Seventh Grade Writing

Writing Power Benchmark: Students will be able to use the writing process and Standard English to write for a variety of purposes.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Write paragraphs using topic sentences, supporting details, and concluding sentences.	<ul style="list-style-type: none"> Indentation Topic sentence Supporting details Concluding sentences 	<ul style="list-style-type: none"> Recognize the paragraph hierarchy; supporting details develop the topic sentence, and the concluding sentence ends/summarizes the supporting details. 	Applebee, Arthur, et al. <u>Literature and Language</u> . (Red Level) New York: McDougal Littell, 1994.
b. Employ the <i>Pathways to Knowledge Research Model</i> throughout the research paper process.	<ul style="list-style-type: none"> <i>Pathways to Knowledge Research Model</i> Appreciation Pre-search Search Interpretation Communication Evaluation Mindmap Guided questions 	<ul style="list-style-type: none"> Recognize the six stages of Pathways. Locate relevant information in print and/or online sources. Develop notetaking skills. Develop outlining format or other graphic organizer. Use the <i>Research Paper Format Guidelines</i> for works cited page. Synthesize research to avoid plagiarism. 	Davenport Community Schools. <u>Pathways to Knowledge Research Guidelines</u> . Davenport: Davenport Community Schools, 2003. Davenport Community Schools. <u>Research Paper Format Guidelines</u> . Davenport: Davenport

	<ul style="list-style-type: none"> • Notetaking • Plagiarism • Transitions • Works cited • Organization 		Community Schools, Current Edition.
c. Apply the writing process in multi-paragraph papers.	<ul style="list-style-type: none"> • Indentation • Pre-write • Determine purpose • Determine audience • Brainstorm • Graphic Organizers • Draft • Edit/Revise • Polish/Publish • Introduction • Body • Conclusion 	<ul style="list-style-type: none"> • Brainstorm to select a specific topic. • Use an appropriate graphic organizer. • Write the initial draft. • Edit/revise the final product. • Polish and/or word process the final product. 	Grade/ Course Anchor Papers Writing Rubric Grade/Course Benchmark Checklist Strickland, et al. <u>HBJ Language</u> . (Brown Level) New York: Harcourt Brace Jovanovich, 1990.
d. Focus an introduction with a thesis statement.	<ul style="list-style-type: none"> • Focus • The “hook” • Thesis statement 	<ul style="list-style-type: none"> • Write a “hook” to gain the reader’s attention and lead up to the thesis statement. • Write a thesis statement to focus the writing. 	
e. Write in various forms appropriate to audience and purpose.	<ul style="list-style-type: none"> • Appropriate • Purpose • Audience 	<ul style="list-style-type: none"> • Determine audience and purpose before selecting the appropriate form. • Use the selected form. 	
f. Use vocabulary to enhance quality of writing.	<ul style="list-style-type: none"> • Vocabulary • Enhance • Quality • Synonyms • Antonyms • Homonyms • Thesaurus • Dictionary 	<ul style="list-style-type: none"> • Use resources to enrich writing quality by substituting more effective vocabulary during revision. 	

Eighth Grade Writing

Writing Power Benchmark: *Students will be able to use the writing process and Standard English to write for a variety of purposes.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Write multi-paragraph papers focused by thesis statements, developed by topic sentences and supporting details, and closed by conclusions.	<ul style="list-style-type: none"> • Indentation • Developed • Purpose/focus • Thesis statement • Topic sentences • Supporting details • Conclusion 	<ul style="list-style-type: none"> • Indent paragraphs. • Write effective, focused thesis statements. • Write topic sentences that contain thesis statement language. • Supply and develop supporting details from text or experience. • Write a one-paragraph conclusion to summarize, provide closure, and reiterate thesis. 	Applebee, Arthur, et al. <u>Literature and Language</u> . (Green Level) New York: McDougal Littell, 1994. Davenport Community Schools. <u>Pathways to Knowledge Research Guidelines</u> . Davenport: Davenport Community Schools, 2003.
b. Employ the <i>Pathways to Knowledge Research Model</i> throughout the I-Search paper process.	<ul style="list-style-type: none"> • Pathways • I-Search • Appreciation • Pre-search • Search/ethical issues • Interpretation • Communication • Evaluation • Plagiarism • In-text citation • Works cited • Mindmap • Guided questions • Transition • Notetaking • Organization • Critical/text-based writing 	<ul style="list-style-type: none"> • Locate relevant information in print and online sources. • Develop notetaking skills. • Use the district's <i>Research Paper Format Guidelines</i> for in-text citations and the works cited page. • Synthesize and cite information from research to avoid plagiarism. 	Davenport Community Schools. <u>Research Paper Format Guidelines</u> . Davenport: Davenport Community Schools, Current Edition. Grade/ Course Anchor Papers Writing Rubric Grade/Course Benchmark Checklist
c. Write effectively in various forms appropriate to audience and writer's purpose.	<ul style="list-style-type: none"> • Creative writing • Persuasion • Comparison/contrast • Informative • Entertaining 	<ul style="list-style-type: none"> • Determine audience and purpose before selecting the appropriate form. • Use selected form. 	Strickland, et al. <u>HBI</u>

	<ul style="list-style-type: none"> • Analysis 		<u>Language</u> . (Orange Level) New York: Harcourt Brace Jovanovich, 1990.
d. Expand vocabulary base to enhance writing quality.	<ul style="list-style-type: none"> • Expand • Enhance • Word choice 	<ul style="list-style-type: none"> • Use resources to enrich vocabulary to support purpose and format. 	

9th - 10th Grade Writing

Writing Power Benchmark: Students will be able to use the writing process and Standard English to write for a variety of purposes.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Produce concise and effective writing through planning, revising, and editing.	<ul style="list-style-type: none"> • Pre-writing • Drafting • Revising • Editing • Polishing • Publishing 	<ul style="list-style-type: none"> • Utilize the writing process to communicate for a variety of purposes and audiences. 	<p>English Strategies: Lester, Mark, et al. <u>The Writer's Choice</u>. New York: Glencoe/McGraw Hill, 2001.</p> <p>Writing Today: Sheridan and Blau. <u>Writer's Craft</u>. New York: McDougal Littell 1998. Suhor, Charles. <u>Scholastic Composition 1</u>. New York: Scholastic, 1980.</p>
b. Organize and develop ideas into coherent, multi-paragraph papers using transitional devices.	<ul style="list-style-type: none"> • Coherence • Transition • Organization • Clarity • Evidence • Media 	<ul style="list-style-type: none"> • Use appropriate organizational structure to communicate. • Use transitional devices from one paragraph to another. 	
c. Employ <i>Pathways to Knowledge Research Model</i> throughout writings involving research.	<ul style="list-style-type: none"> • Appreciation • Presearch • Search • Interpretation • Communication • Evaluation • MLA guidelines • Thesis • Guiding questions • Works cited • Outline • Plagiarism 	<ul style="list-style-type: none"> • Develop guiding questions prior to research. • Locate relevant information in print and online resources. • Use <i>Pathways to Knowledge Research Model</i> to write a research paper. • Use the MLA guidelines found in the <i>Research Paper Format Guidelines</i>. • Synthesize and cite information from research to avoid plagiarism. • Evaluate the research process and project. 	<p>Journalistic Writing: Ferguson, et al., <u>Journalism Today</u>. Glencoe, 2005.</p> <p>Writing Experiences: Kinneavy and Warriner. <u>Elements of Writing</u>. (Purple Level) New York: Holt, Rinehart, Winston, 1993.</p> <p>Grade/ Course Anchor Papers</p>

d. Write for different audiences and purposes.	<ul style="list-style-type: none"> • Audience • Literary • Persuasion • Information 	<ul style="list-style-type: none"> • Select from a variety of organizational forms to communicate purpose. • Demonstrate skills to write in a variety of modes determined by audience and purpose. 	<p>Writing Rubric</p> <p>Grade/Course Benchmark Checklist</p>
e. Analyze and evaluate a literary selection.	<ul style="list-style-type: none"> • Critical analysis • Quotation • Paraphrase • Support • Inferences • Interpretation • Textual evidence • Literary devices • Citing text • Referencing text 	<ul style="list-style-type: none"> • Make inferences about elements of text. • Support inferences through textual references or personal knowledge and experience. • Draw and support conclusions referencing and/or citing text. • Make and support inferences about literary characters based on text evidence and prior knowledge. • Describe effectiveness of specific literary devices and techniques. • Evaluate style and structure in a literary text. • Use MLA format. 	

11th - 12th Grade Writing

Writing Power Benchmark: *Students will be able to use the writing process and Standard English to write for a variety of purposes.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Utilize the writing process to communicate.	<ul style="list-style-type: none"> • Pre-writing • Drafting • Revising • Editing • Polishing • Publishing 	<ul style="list-style-type: none"> • Utilize the writing process to communicate for a variety of purposes and audiences. 	<p>Guided Writing Projects: No text</p> <p>Communication Studio: No text</p>
b. Write for different audiences and purposes.	<ul style="list-style-type: none"> • Audience • Literary • Persuasion • Information • Narration • Description 	<ul style="list-style-type: none"> • Select from a variety of organizational forms to communicate purpose. • Demonstrate skills to write in a variety of modes determined by audience and purpose. 	<p>Advanced Writing: Kinneavy and Warriner. <u>Elements of Writing</u>. (Red Level) New York: Holt, Rinehart and Winston, 1993.</p>
c. Use a variety of techniques to convey personal style and voice.	<ul style="list-style-type: none"> • Point of view • Sentence variety • Figurative language • Structure • Diction 	<ul style="list-style-type: none"> • Use figurative language to add layers of meaning to writing. • Vary diction and syntax to communicate. • Vary structure and point of view dependent upon purpose of writing. 	<p>AP English: Stewart, Donald. <u>The Versatile Writer</u>. New York: Houghton Mifflin, 1986. Pickering, James. <u>Literature</u>, 5th Ed. New York:</p>

<p>d. Analyze and evaluate a literary selection.</p>	<ul style="list-style-type: none"> • Syntax • Critical analysis • Quotation • Paraphrase • Support • Inferences • Interpretation • Textual evidence • Literary devices 	<ul style="list-style-type: none"> • Make inferences about elements of text. • Support inferences through textual references or personal knowledge and experience. • Draw and support conclusions referencing and/or citing text. • Make and support inferences about literary characters based on text evidence and prior knowledge. • Describe effectiveness of specific literary devices and techniques. • Evaluate style and structure in a literary text. • Evaluate the overall quality of literary work. • Use MLA format. 	<p>MacMillan/McGraw Hill, 1986.</p> <p>Research Resources: Davenport Community Schools. <u>Pathways to Knowledge Research Model</u>. Davenport: Davenport Community Schools, 2003.</p> <p>Davenport Community Schools. <u>Research Paper Format Guidelines</u>. Davenport: Davenport Community Schools, Current Edition.</p>
<p>e. Employ <i>Pathways to Knowledge Research Model</i> throughout writings involving research.</p>	<ul style="list-style-type: none"> • Appreciation • Presearch • Search • Interpretation • Communication • Evaluation • MLA guidelines • Thesis • Guiding questions • Works cited • Outline • Plagiarism 	<ul style="list-style-type: none"> • Develop guiding questions prior to research. • Locate relevant information in print and online resources. • Use <i>Pathways to Knowledge Research Model</i> to write a research paper. • Use the MLA guidelines found in the <i>Research Paper Format Guidelines</i>. • Synthesize and cite information from research to avoid plagiarism. • Evaluate the research process and project. 	<p>Grade/ Course Anchor Papers</p> <p>Writing Rubric</p> <p>Grade/Course Benchmark Checklist</p>
<p>f. Expert: Prepare at least one extended research project using a variety of sources and selecting from a variety of reporting modes.</p>	<ul style="list-style-type: none"> • Appreciation • Presearch • Search • Interpretation • Communication • Evaluation • MLA guidelines • Thesis • Guiding questions • Works cited • Outline • Plagiarism 	<ul style="list-style-type: none"> • Develop guiding questions prior to research. • Locate relevant information in print and online resources. • Use <i>Pathways to Knowledge Research Model</i> to write a research paper. • Use the MLA guidelines found in the <i>Research Paper Format Guidelines</i>. • Synthesize and cite information from research to avoid plagiarism. • Evaluate the research process and project. • Make inferences based on text evidence and prior knowledge. • Draw and support conclusions referencing and/or citing text. • Support thesis with evidence. 	

