

CREATIVE WRITING

High School

STANDARD 2: WRITING

The writing anchor standards are grouped into four strands to prepare students for career, college and community readiness. They include: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge and Range of Writing.

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
EHS.W2.2	Text Types & Purpose	<p>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> <ol style="list-style-type: none">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 aid comprehension.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.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.Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.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).

EHS.W2.3	Text Types & Purpose	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view. b. Introduce a narrator and/or characters. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. e. 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). f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
EHS.W2.4	Production & Distribution of Writing	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
EHS.W2.5	Production & Distribution of Writing	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> a. Address what is most significant for a specific purpose and audience.
EHS.W2.6	Production & Distribution of Writing	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ol style="list-style-type: none"> a. Collaborate with others on a Google Document to write a document together. b. Respond to ongoing feedback and include new arguments or information.
EHS.W2.7	Research to Build & Present Knowledge	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <ol style="list-style-type: none"> a. Use a minimum of five sources to complete a research project to answer a question (including a self-generated question) or solve a problem. b. Narrow or broaden the inquiry when appropriate. c. Synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation.

EHS.W2.8	Research to Build & Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <ol style="list-style-type: none"> a. Use authoritative print and digital sources using advanced searches effectively. b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. c. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
EHS.W2.9	Research to Build & Present Knowledge	Draw evidence from literary or information texts to support analysis, reflection, and research.
EHS.W2.10	Range of Writing	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.

STANDARD 4: LANGUAGE

The anchor standards for language prepare students for career, college, and community readiness. They include three distinctive strands which include: Conventions of Standard English, Knowledge of Language and Vocabulary Acquisition and Use.

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
EHS.L4.1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EHS.L4.2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EHS.L4.3	Knowledge of Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EHS.L4.4	Vocabulary Acquisition & Use	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> a. Recognize the role culture plays in the development of language. b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)
EHS.L4.5	Vocabulary Acquisition & Use	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
EHS.L4.6	Vocabulary Acquisition & Use	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>