

English I Writing Products

Student _____

Period ____

Teacher _____

Date	Type of Writing	Title of Writing	Grade/Feedback	Goal 6: Grammar/Language Usage
Goal 1: Expressive				NC SCoS Indicators for English I: Sentence/Non-sentence: <ul style="list-style-type: none"> • Fragments • Run-ons • Comma splices Verbs: <ul style="list-style-type: none"> • Subject-verb agreement • Consistent tense • Appropriate sense of time • Active Varied Sentence Types: <ul style="list-style-type: none"> • Simple • Compound • Complex • Compound-complex Editing: <ul style="list-style-type: none"> • Spelling • Punctuation • Capitalization Strategies: <ul style="list-style-type: none"> • Modifiers • Parallelism • Coordination/subordination Vocabulary: <ul style="list-style-type: none"> • Roots • Affixes • Word maps • Context clues
____	Choose 2: <ul style="list-style-type: none"> • Personal Narrative • Genre-Based Writing (imitative of a genre) • Written Reflection to Text (print/non-print) 			

Goal 2: Informational/Explanatory				
____	Research Assignment that includes: <ul style="list-style-type: none"> • Foundational research skills • Summary skills • Evaluation of sources • Introduction to MLA Format requiring a minimum of 1 print & 1 electronic citation OR Definition Paper with Graphic Organizer			
Goal 3: Argumentative				
____	Opinion Essay OR Speech <ul style="list-style-type: none"> • Option combining the research assignment from Goal 2 with Goal 3 requirements into a larger unit 			
Goal 4: Critical				
____	Review of a print or non-print text			
Goal 5: Literary				
____	Literary Analysis/Interpretation of text			

The six assignments listed above represent the “core” of writing activities, environments, and experiences all English I students should engage at every WCPSS high school. Through these required writing products, students should write for a variety of audiences and purposes, grow in their understanding of writing as a recursive process, gain a foundation for literary analysis, and develop an understanding of literary concepts, elements, genres and terms as background for the rigors of English II, English III, English IV, the 10th Grade Writing Assessment, the SAT Writing requirement, and Advanced Placement examinations.

Dates	Types of Writing	Titles of Writing	Grades/Feedback	Goal 6: Grammar/ Language Usage
Additional Assignments				<p style="text-align: center;">Conventions Assessed on English I EOC:</p> <p>Error correction:</p> <ul style="list-style-type: none"> • Sentence Formation <ul style="list-style-type: none"> ○ Fragments ○ Run-ons ○ Comma splices • Usage • Mechanics • Spelling <p>Peer response:</p> <ul style="list-style-type: none"> • Vocabulary in context • Diction • Content: <ul style="list-style-type: none"> ○ Purpose/main idea ○ Organization ○ Supporting detail ○ Clarity ○ Conciseness <p>Crucial concepts:</p> <ul style="list-style-type: none"> • Sentence & clause <ul style="list-style-type: none"> ○ Dependent ○ Independent • Non-sentence <ul style="list-style-type: none"> ○ Fragment ○ Phrase • Concept of modification <ul style="list-style-type: none"> ○ By words ○ By phrases ○ By clauses
	Self-Assessment Recommendations: <ul style="list-style-type: none"> • Informal Journal • Checklist • Personal response 			

This chart provides a framework to capture teacher-selected writing assignments that enhance and extend the core. Teachers may use this assignment space to add self-assessment/self-evaluation assignments, to expand a particular goal area emphasis (e.g. Expressive), to develop critical research skills relevant to future study, to increase student understanding of literary analysis in preparation for future study, and to record writing assignments across the curriculum (e.g. lab reports, historical critiques, and CTE proposals/position statements). In essence, this frame reflects teacher professional decisions designed to meet the needs of students and school initiatives while addressing elements of the NC Standard Course of Study for English I.