

# English II Writing Products

Student \_\_\_\_\_

Period \_\_\_\_\_

Teacher \_\_\_\_\_

Date	Type of Writing	Title of Writing	Grade/Feedback	Goal 6: Grammar/Language Usage
<b>Goal 1: Expressive</b>				<b>NC SCoS Indicators for English II:</b>  Sentence Structures: <ul style="list-style-type: none"> <li>• Inversion</li> <li>• Introductory phrases</li> <li>• Parallel structure</li> <li>• Sentence Types (see English I)</li> </ul> Verbs: <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Consistent tense</li> <li>• Appropriate sense of time</li> <li>• Active</li> </ul> Language: <ul style="list-style-type: none"> <li>• Idioms</li> <li>• Trite expressions</li> <li>• Analogies</li> <li>• Denotation</li> <li>• Connotation</li> </ul> Mechanics: <ul style="list-style-type: none"> <li>• Commas</li> <li>• Semicolon</li> <li>• Colon</li> <li>• Apostrophe</li> <li>• Quotation Marks</li> <li>• Italics</li> <li>• Underlining</li> </ul> Vocabulary: <ul style="list-style-type: none"> <li>• Greek &amp; Latin roots</li> <li>• Greek &amp; Latin affixes</li> </ul> Spelling
_____	Written Reflection to Text <ul style="list-style-type: none"> <li>• Print / Non-print (Visual)</li> <li>• Formal / Informal</li> </ul>			
<b>Goal 2: Informational/Explanatory</b>				
_____	Definition Essay			
_____	Problem-Solution Writing			
_____	Cause/Effect Essay			
<b>Goal 3: Argumentative</b>				
_____	Research Assignment resulting in a <u>speech OR editorial</u> that includes: <ul style="list-style-type: none"> <li>• Introduction to parenthetical documentation</li> <li>• Citation of a direct quotation</li> <li>• Citation of a paraphrased idea</li> <li>• Analysis of and support for ideas</li> <li>• MLA Format requiring a minimum of 3 sources and a Works Cited</li> </ul>			
<b>Goal 4: Critical</b>				
_____	Interpretation of a real world event, an issue, or a controversy. <ul style="list-style-type: none"> <li>• Option combining the research assignment from Goal 3 with Goal 4 requirements into a larger unit</li> </ul>			
<b>Goal 5: Literary</b>				
_____	Literary Analysis <b>OR</b> Literary Criticism <ul style="list-style-type: none"> <li>• Option adding the MLA requirements from Goal 3 to Goal 5 to give students 2 opportunities with MLA in English II</li> </ul>			

The seven assignments listed above represent the “core” of writing activities, environments, and experiences all English II students should engage at every WCPSS high school. Through these required writing products, students will write for a variety of audiences and purposes, practice writing as a recursive process, hone skills in literary analysis and research, apply their understanding of literary concepts, elements, genres and terms to the interpretation of world literature, and build background for the rigors of English III, English IV, the 10<sup>th</sup> 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
<b>Additional Assignments</b>				<p><b>Conventions Assessed on the 10<sup>th</sup> Grade Writing Assessment:</b></p> <p>Sentence Formation:</p> <ul style="list-style-type: none"> <li>• Fragments &amp; Run-ons</li> <li>• Incorrect phrases or clauses that interfere with the meaning of the sentence</li> </ul> <p>Usage:</p> <ul style="list-style-type: none"> <li>• Incorrect use of verbs</li> <li>• Pronoun misuse</li> <li>• Incorrect formations (hissself, bestest)</li> <li>• Failure to use a word according to its standard meaning</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>• Incorrect Capitalization</li> <li>• Incorrect Punctuation</li> <li>• Pattern of misspelling of common words or incorrect pluralization</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>• Word choice (not precise, engaging, or well-suited to purpose, audience and context)</li> </ul> <p>Organization:</p> <ul style="list-style-type: none"> <li>• Full length papers with no indentation for paragraphs</li> </ul>
	Self-Assessment Recommendations: <ul style="list-style-type: none"> <li>• Informal Journal</li> <li>• Checklist</li> <li>• Personal response</li> </ul>			

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. Informational/Explanatory), 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 II.