

English III Writing Products

Student _____

Period _____

Teacher _____

Date	Type of Writing	Title of Writing	Grade/Feedback	Goal 6: Grammar/Language Usage
Goal 1: Expressive				<p style="text-align: center;">NC SCoS Indicators for English III:</p> <p>Purposeful use of Sentence Structures:</p> <ul style="list-style-type: none"> • Phrases and clauses • Pronoun Usage • Antecedents • Case • Sentence Types (see English I) <p>Verbs:</p> <ul style="list-style-type: none"> • Subject-verb agreement • Consistent tense • Enhanced voice and style <p>Language:</p> <ul style="list-style-type: none"> • Standard vs. Nonstandard usage with respect to environments • Enhanced writing through effective use of Parts of Speech <p>Editing:</p> <ul style="list-style-type: none"> • Spelling • Mechanics (see English II) <p>Vocabulary:</p> <ul style="list-style-type: none"> • Anglo-Saxon bases & affixes • Greek & Latin bases & affixes
_____	<u>Choose 1:</u> <ul style="list-style-type: none"> • Personal response to: <ul style="list-style-type: none"> ○ Informational Text ○ Literary Text • Creative Writing 			
Goal 2: Informational/Explanatory				
_____	Response to Informational Text <ul style="list-style-type: none"> • Option combining the research assignment from Goal 4 with Goal 2 requirements into a larger unit 			
Goal 3: Argumentative				
_____	<u>Choose 1:</u> <ul style="list-style-type: none"> • Speech • Debate • Seminar • Researched Essay 			
Goal 4: Critical				
_____	Research Paper that includes: <ul style="list-style-type: none"> • Synthesis of research • Parenthetical documentation • MLA format requiring a minimum of 5 sources (print & electronic) and a Works Cited 			
_____	Critical review of a public document or a non-fiction text			
Goal 5: Literary				
_____	Comparative Analysis of 2 Literary works (Timed Writing) OR In-depth Literary Analysis of 1 work			

The six assignments listed above represent the “core” of writing activities, environments, and experiences all English III students should engage at every WCPSS high school. Through these required writing products, students will write for a variety of audiences and purposes, independently employ the recursive writing process, apply skills to literary analysis and research, express their understanding of the connection of themes, ideas and movements in United States literature across time, and build background for the rigors of English IV, 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>Conventions Assessed on the SAT Writing Assessment:</p> <p>Meaningful variety in sentence structure</p> <p>Language, Mechanics & Usage:</p> <ul style="list-style-type: none"> • Skillful use of language • Varied, accurate and apt vocabulary • Free of most mechanical errors (see English II) • Free of most usage errors (see Conventions assessed on 10th Grade Writing Assessment) <p>Organization & Support:</p> <ul style="list-style-type: none"> • Coherent • Smooth progression of ideas • Substantive evidence
	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. Critical), 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, research activities in other disciplines). 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 III.