

# English IV Writing Products

Student \_\_\_\_\_

Period \_\_\_\_

Teacher \_\_\_\_\_

Date	Type of Writing	Title of Writing	Grade/Feedback	Goal 6: Grammar/Language Usage
<b>Goal 1: Expressive</b>				<p style="text-align: center;"><b>NC SCoS Indicators for English IV:</b></p> <p>Purposeful Application of:</p> <ul style="list-style-type: none"> <li>• Sentence structures &amp; variety</li> <li>• Transition words</li> <li>• Grammatical devices</li> <li>• Metaphorical devices</li> <li>• Rhetorical devices</li> </ul> <p>Language Conventions:</p> <ul style="list-style-type: none"> <li>• Standard vs. Nonstandard usage with respect to environments</li> <li>• Effective use of passive voice</li> <li>• Loose or Periodic sentences</li> <li>• Importance of strong verbs</li> <li>• Enhanced voice and style</li> <li>• Subtlety of meaning</li> <li>• Tone</li> </ul> <p>Editing:</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation</li> <li>• Mechanics (see English II)</li> </ul>
_____	<u>Choose 1:</u> <ul style="list-style-type: none"> <li>• College Application (fall)</li> <li>• Response to:               <ul style="list-style-type: none"> <li>○ Literary Text</li> <li>○ Visual Text</li> </ul> </li> <li>• Creative Product</li> </ul>			
<b>Goal 2: Informational/Explanatory</b>				
_____	Research Activity options: <ul style="list-style-type: none"> <li>• Analysis of an historical period</li> <li>• Summary of criticism</li> <li>• Annotated Bibliography</li> </ul>			
<b>Goal 3: Argumentative</b>				
_____	Researched Product that: <ul style="list-style-type: none"> <li>• Defines an issue</li> <li>• Advocates a position</li> <li>• Delivers an argument</li> </ul>			
_____	Speech assignment that includes: <ul style="list-style-type: none"> <li>• Speech outline</li> <li>• Delivery of speech</li> <li>• Self-reflection</li> </ul>			
<b>Goal 4: Critical</b>				
_____	Review of a print or non-print text			
<b>Goal 5: Literary</b>				
_____	Literary Analysis			

The six assignments listed above represent the “core” of writing activities, environments, and experiences all English IV 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 British literature, and build background for the rigors of the SAT Writing requirement, Advanced Placement examinations, and post-secondary endeavors.

Dates	Types of Writing	Titles of Writing	Grades/Feedback	Goal 6: Grammar/ Language Usage
<b>Additional Assignments</b>				<p><b>Conventions Assessed on the SAT Writing Assessment:</b></p> <p>Meaningful variety in sentence structure</p> <p>Language, Mechanics &amp; Usage:</p> <ul style="list-style-type: none"> <li>• Skillful use of language</li> <li>• Varied, accurate and apt vocabulary</li> <li>• Free of most mechanical errors (see English II)</li> <li>• Free of most usage errors (see Conventions assessed on 10<sup>th</sup> Grade Writing Assessment)</li> </ul> <p>Organization &amp; Support:</p> <ul style="list-style-type: none"> <li>• Coherent</li> <li>• Smooth progression of ideas</li> <li>• Substantive evidence</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. Argumentative), to develop critical research skills relevant to future study, to increase student understanding of literary analysis in preparation for post-secondary experiences, and to record writing assignments across the curriculum (e.g. lab reports, senior projects, 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 IV.