

Writing Product Forms

History:

A county committee comprised of English Language Arts teachers representing diverse high schools and grade levels reviewed writing folder data collected during the 2003-2004 school year. Their conversation and effort resulted in the revised Writing Product Forms provided and reflect a commitment to writing as a process developed over time. As such, the committee worked diligently to ensure that the writing products and research components demonstrate vertical alignment from English I through English IV.

Purpose:

- To provide for all students a core writing experience that meets all required competency goals
- To allow teacher flexibility in choosing additional appropriate student assignments
- To monitor student writing development and progress
- To provide opportunities for reflection and evaluation

Utility:

- Each student should maintain his/her writing folder and writing products form.
- Each teacher should maintain a master Writing Products form for each level of English assigned. Form(s) should identify the assignments given as well as the grammar and language usage elements engaged over time. Teachers may elect to place a check beside or circle the appropriate grammar/language usage skill targeted while working toward completion of the NC SCoS.
 - *Note: The thick black line dividing the writing products assigned to meet Goals 1-5 from the Goal 6 targets indicates that the Goal 6 requirements of the NC SCoS must be achieved through engagement with the Goal 1-5 assignments over time. As such, the Goal 6 skills listed may be applied to any of the products listed as many times as necessary for students to achieve Goal 6 mastery.*
- Each school should establish a policy for folder storage (e.g. in classroom, with the student)

Alignment:

- Goal 6: Grammar and Language Usage from the NC SCoS and the WCPSS Curriculum Guide
- Research Skills & MLA Documentation
 - 9th grade: evaluation of sources, summarizing, introduction to MLA documentation of print and electronic sources
 - 10th grade: analysis of an support for ideas, introduction to parenthetical documentation, formation of a Works Cited
 - 11th grade: synthesis of research, effective use of parenthetical documentation, inclusion of print and electronic materials in Works Cited
 - 12th grade: summary of available criticism, annotated bibliography, independent research endeavor
- Conventions Assessed:
 - English I EOC Composition/Editing
 - 10th Grade Writing Assessment
 - SAT Writing
 - Advanced Placement Language/Literature and Composition