

12.W.1.1 Students can **generate** correspondence for workplace or academic settings.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Provide clear information intended for the audience
- Use appropriate style, tone, and form

Verbs Defined:

- Generate - produce

Key Terms Defined:

- Correspondence – communication by exchange of letters
- Workplace – employment
- Academic – educational

Teacher Speak:

Students can generate (produce) correspondence (communication by exchange of letters) for workplace (employment) or academic (educational) settings.

Student Speak:

I can produce (generate) communication by exchange of letters (correspondence) for employment (workplace) or educational (academic) settings.

Possible resources/references:

12.W.1.2 Students can **write** a research document which will defend a position or recommend a plan of action.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Develop clear research questions
- Analyze credible and reliable sources
- Record and organize information
- Integrate quotations, paraphrasing and summarizing without plagiarizing
- Implement MLA and/or APA manuscript style

Verbs Defined:

Key Terms Defined:

- Research document – text using primary and/or secondary sources
- Defend – support
- Recommend - advise

Teacher Speak:

Students can write a research document (text using primary and/or secondary sources) which will defend (support) a position or recommend (advise) a plan of action.

Student Speak:

I can write a text using primary and/or secondary sources (research document) which will support (defend) a position or advise (recommend) a plan of action.

Possible resources/references:

www.english.purdue.edu

12.W.1.3 Students can **revise** a document for ideas, organization, diction, fluency, voice, and presentation.

Blooms Level: Evaluation

Learning targets:

- Analyze specific word choice in thesis
- Use effective textual evidence as support
- Integrate appropriate transitions
- Apply appropriate format in referencing sources
- Maintain academic integrity

Verbs Defined:

- Revise – improve (see glossary)

Key Terms Defined:

- Ideas – concepts
- Organization – arrangement (see glossary)
- Diction – word choice (see glossary)
- Fluency – readability (see glossary)
- Voice – personality (see glossary)
- Presentation - appearance

Teacher Speak:

Students can revise (improve) a document for ideas (concepts), organization (arrangement), diction (word choice), fluency (readability), voice (personality), and presentation (appearance).

Student Speak:

I can improve (revise) a document for concepts (ideas), arrangement (organization), word choice (diction), readability (fluency), personality (voice), and appearance (presentation).

Possible resources/references:

12.W.2.1 Students can **edit** a document for all conventions.

Blooms Level: Evaluation

Learning targets:

Verbs Defined:

- Edit – change (see glossary)

Key Terms Defined:

- Conventions – punctuation, usage, grammar, and spelling (see glossary)

Teacher Speak:

Students can edit (change) a document for all conventions (punctuation, usage, grammar, and spelling).

Student Speak:

I can change (edit) a document for all punctuation, usage, grammar, and spelling (conventions).

Possible resources/references:

WORKING DOCUMENT