DOMAINS	PROCESS	STYLE	RESEARCH/TECHNOLOGY	
Writes effectively in various domains, separately and in combination: ***Personal/Narrative*** • Writes a reflective essay on a topic generated from literature, science, history, or current events (e.g., The American Dream, The Immigrant Experience, Search for Identity, Prejudice, Privacy in the Information Age, Ethics in Scientific Research). • Writes an original piece modeled after the style of an American author. • Keeps a journal for varied purposes (e.g., science log, dialectical journal, learning log, quickwrite, reading log). ***Descriptive*** • Uses vivid language to describe appearance, setting, shifting perspective, and sensory detail. • Uses figurative language. ***Persuasive*** • Writes logically organized, persuasive essays on literary, historical, scientific, or current issue, addressing counterarguments and then supports a position with precise and relevant examples. ***Analytical/Expository*** • Writes a literary analysis demonstrating a comprehensive understanding of the text and task. • Shows how a character, incident, setting, symbol, or conflict connects to a broader theme. • Establishes and uses criteria in order to compare/evaluate the historical perspective and validity of public or personal (journals, letters, diaries, articles, legal, historical, and political) documents. • Develops a thesis-driven research paper. ***Practical*** • Writes a proposal and final evaluation for a project or research including components such as a controlling idea, tentative thesis, needs assessment, and action plan. • Completes various forms and applications. • Explains technical process in content areas (e.g., math, science, business, art, music). ***Creative*** • Produces creative responses that follow the conventions of specific genre and uses appropriate literary devices for that genre.	***Develops and organizes ideas in a logical sequence appropriate to the final written product:*** ***Prewrites/Develops*** • Selects and uses prewriting techniques appropriate to the task and writer. • Uses the thesis statement or central idea to control development. • Implements an organizational plan to guide the development of the essay. • Establishes tone and focus. ***Drafts/Organizes*** • Uses effective, varied, and appropriate introductory techniques. • Chooses organizational patterns and transitions appropriate to the task. • Supports important ideas and viewpoints through accurate and detailed reference to text and other works. • Provides detail with insightful commentary. • Maintains consistent tone and focus. • Uses a variety of concluding techniques (e.g., clincher sentence, application of thesis to writer's life, summary, a new insight or prediction.). ***Revises*** • Adds or deletes phrases, sentences, or paragraphs in an essay to ensure coherence. • Revises writing to ensure a logical flow of ideas and coherence within and between paragraphs. • Revises writing to ensure precision of unity and coherence of the organization and thesis: precision of word choice, writer's voice and tone appropriate to audience, purpose, and formality. • Revises writing ensuring all parts contribute to a unified whole. • Revises drafts using a rubric. ***Applies standard conventions of English: capitalization, spelling, usage, punctuation, and grammar.*** • Uses colons and semicolons correctly. • Correctly punctuates complex, compound, and compound-complex sentences. • Edits for correct spelling, capitalization, punctuation, and sentence structure. • Edits for these and previously targeted common usage problems: that/who/which, who/whom, and slow/slowly. • Edits for parallel construction. • Applies MLA standards for documentation. • Uses parentheses, brackets, and ellipses correctly. ***Publishes*** • Uses entire process to produce final draft. • Uses final form appropriate to the task: indentation, margins, pagination, and spacing. ***Learns and practices strategies to meet time constraints and deadlines.*** • Writes frequently in all content areas. • Practices timed writings: Proficiency tests, journals, essay tests, and college entrance tests (e.g., Advanced Placement, SAT, TCAP Writing Assessment). • Meets deadlines. ***Applies knowledge of effective writing elements in order to evaluate the work of others.*** • Evaluates published and student models against a rubric. • Uses editing skills to recognize and/or correct errors in standard conventions of English. • Rearranges the order of supporting paragraphs according to a specified or organizational pattern (e.g., strongest to weakest, time/order, cause/effect, comparison/contrast).	***Varies writing style according to audience and purpose:*** • Uses and modifies appropriate language for audience and purpose. ***Establishes clear voice and appropriate tone*** • Makes a clear distinction between formal and informal voices. • Determines, develops, and sustains tone appropriate to topic. ***Use techniques that give writing power, impact, and clarity:*** ***Word Choice*** • Writes consistently in active voice. • Chooses words with appropriate connotative meaning. • Avoids redundancy and unnecessary words. ***Sentence Structure*** • Varies sentence length, types, and beginnings for effect. ***Details/Elaboration*** • Displays appropriate balance of detail and elaboration. ***Transitions*** • Uses appropriate transitional words or phrases to accomplish a specific purpose (e.g., contradiction, chronological order, spatial order, order of importance). ***Figurative Language*** • Uses extended metaphor/analogy.	***Incorporates research and technology in a final written product:*** ***Locates information*** • Develops and revises a thesis as research dictates. • Gathers information from multiple sources, including electronic media. ***Analyzes, evaluates and synthesize information from multiple sources*** • Uses note-taking techniques in the research process (e.g., paraphrasing, summarizing, quoting). • Narrows the topic after preliminary research. • Recognizes and addresses discrepancies in the information. • Evaluates varied media resources and information for accuracy, validity, and reliability. ***Properly credits sources using MLA format*** • Understands and avoids plagiarism. • Credits the sources, using parenthetical citations and Works Cited page. • Integrates quotes and anecdotes, citing them properly, while maintaining flow of ideas. ***Uses multimedia resources*** • Delivers multimedia presentations: o Combines text, image and sound, synthesizing information from a wide range of materials including television, videos, films, newspapers, magazines, CD-ROM, Internet and computer-generated images. o Selects an appropriate medium for each element of the presentation. o Uses the selected media skillfully, including editing and monitoring for quality. o Gauges an audience response and revises presentation accordingly.	**ACADEMIC STANDARDS GRADE 11**