

**CALIFORNIA CONTENT STANDARDS - Writing Applications (Genres and Their Characteristics)**

2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in the grade specific Writing Standard 1.0.

GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p><b>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.</b></p> <p><b>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</b></p>	<p><b>2.1 Write brief narratives based on their experiences:</b></p> <ul style="list-style-type: none"><li>a. Move through a logical sequence of events.</li><li>b. Describe the setting, characters, objects, and events in detail.</li></ul> <p><b>2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.</b></p>	<p><b>2.1 Write narratives:</b></p> <ul style="list-style-type: none"><li>a. Provide a context within which an action takes place.</li><li>b. Include well-chosen details to develop the plot.</li><li>c. Provide insight into why the selected incident is memorable.</li></ul> <p><b>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</b></p> <p><b>2.3 Write personal and formal letters, thank-you notes, and invitations:</b></p> <ul style="list-style-type: none"><li>a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.</li><li>b. Include the date, proper salutation, body, closing, and signature.</li></ul>	<p><b>2.1 Write narratives:</b></p> <ul style="list-style-type: none"><li>a. Relate ideas, observations, or recollections of an event or experience.</li><li>b. Provide a context to enable the reader to imagine the world of the event or experience.</li><li>c. Use concrete sensory details.</li><li>d. Provide insight into why the selected event or experience is memorable.</li></ul> <p><b>2.2 Write responses to literature:</b></p> <ul style="list-style-type: none"><li>a. Demonstrate an understanding of the literary work.</li><li>b. Support judgments through references to both the text and prior knowledge.</li></ul> <p><b>2.3 Write information reports:</b></p> <ul style="list-style-type: none"><li>a. Frame a central questions about an issue or situation.</li><li>b. Include facts and details for focus.</li><li>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).</li></ul> <p><b>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</b></p>

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GRADE 5	GRADE 6	GRADE 7	GRADE 8
<p><b>2.1 Write narratives:</b></p> <ul style="list-style-type: none"> <li>a. Establish a plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ul> <p><b>2.2 Write responses to literature:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of a literary work.</li> <li>b. Support judgments through references to the text and to prior knowledge.</li> <li>c. Develop interpretations that exhibit careful reading and understanding.</li> </ul> <p><b>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</b></p> <ul style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul> <p><b>2.4 Write persuasive letters or compositions:</b></p> <ul style="list-style-type: none"> <li>a. State a clear position in support of a proposal.</li> <li>b. Support a position with relevant evidence.</li> <li>c. Follow a simple organizational pattern.</li> <li>d. Address reader concerns.</li> </ul>	<p><b>2.1 Write narratives:</b></p> <ul style="list-style-type: none"> <li>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</li> <li>b. Include sensory details and concrete language to develop plot and character.</li> <li>c. Use a range of narrative devices (e.g., dialogue, suspense).</li> </ul> <p><b>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</b></p> <ul style="list-style-type: none"> <li>a. State the thesis or purpose.</li> <li>b. Explain the situation.</li> <li>c. Follow an organizational pattern appropriate to the type of composition.</li> <li>d. Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ul> <p><b>2.3 Write research reports:</b></p> <ul style="list-style-type: none"> <li>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</li> <li>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</li> <li>c. Include a bibliography.</li> </ul> <p><b>2.4 Write responses to literature:</b></p> <ul style="list-style-type: none"> <li>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li>b. Organize the interpretation around several clear ideas, premises, or images.</li> <li>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</li> </ul> <p><b>2.5 Write persuasive compositions:</b></p> <ul style="list-style-type: none"> <li>a. State a clear position on a proposition or proposal.</li> <li>b. Support the position with organized and relevant evidence.</li> <li>c. Anticipate and address reader concerns and counterarguments.</li> </ul>	<p><b>2.1 Write fictional or autobiographical narratives:</b></p> <ul style="list-style-type: none"> <li>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</li> <li>b. Develop complex major and minor characters and a definite setting.</li> <li>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</li> </ul> <p><b>2.2 Write responses to literature:</b></p> <ul style="list-style-type: none"> <li>a. Develop interpretations exhibiting careful reading, understanding, and insight.</li> <li>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</li> <li>c. Justify interpretations through sustained use of examples and textual evidence.</li> </ul> <p><b>2.3 Write research reports:</b></p> <ul style="list-style-type: none"> <li>a. Pose relevant and tightly drawn questions about the topic.</li> <li>b. Convey clear and accurate perspectives on the subject.</li> <li>c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries).</li> <li>d. Document reference sources by means of footnotes and a bibliography.</li> </ul> <p><b>2.4 Write persuasive compositions:</b></p> <ul style="list-style-type: none"> <li>a. State a clear position or perspective in support of a proposition or proposal.</li> <li>b. Describe the points in support of the proposition, employing well-articulated evidence.</li> <li>c. Anticipate and address reader concerns and counterarguments.</li> </ul> <p><b>2.5 Write summaries of reading materials:</b></p> <ul style="list-style-type: none"> <li>a. Include the main ideas and most significant details.</li> <li>b. Use the student's own words, except for quotations.</li> <li>c. Reflect underlying meaning, not just the superficial details.</li> </ul>	<p><b>2.1 Write biographies, autobiographies, short stories, or narratives:</b></p> <ul style="list-style-type: none"> <li>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>b. Reveal the significance of, or the writer's attitude about, the subject.</li> <li>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</li> </ul> <p><b>2.2. Write responses to literature:</b></p> <ul style="list-style-type: none"> <li>a. Exhibit careful reading and insight in their interpretations.</li> <li>b. Connect the student's own responses to the writer's techniques and to specific textual references.</li> <li>c. Draw supported inferences about the effects of a literary work on its audience.</li> <li>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</li> </ul> <p><b>2.3 Write research reports:</b></p> <ul style="list-style-type: none"> <li>a. Define a thesis.</li> <li>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</li> <li>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</li> <li>d. Organize and display information on charts, maps, and graphs.</li> </ul> <p><b>2.4 Write persuasive compositions:</b></p> <ul style="list-style-type: none"> <li>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</li> <li>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</li> <li>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</li> </ul> <p><b>2.5 Write documents related to career development, including simple business letters and job applications:</b></p> <ul style="list-style-type: none"> <li>a. Present information purposefully and succinctly and meet the needs of the intended audience.</li> <li>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</li> </ul> <p><b>2.6 Write technical documents:</b></p> <ul style="list-style-type: none"> <li>a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.</li> <li>b. Include all the factors and variables that need to be considered.</li> <li>c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.</li> </ul>

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### GRADE 9/10

#### 2.1 Write biographical or autobiographical narrative or short stories:

- a. Relate a sequence of events and communicate the significance of the events to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details, the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate changes in time and mood.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

#### 2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

#### 2.3 Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstanding, biases, and expectations.
- f. Use technical terms and notations accurately.

#### 2.4 Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

#### 2.5 Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

#### 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

- a. Report information and convey ideas logically and correctly.
- b. Offer detailed and accurate specifications.
- c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
- d. Anticipate readers' problems, mistakes, and misunderstandings.

### GRADE 11/12

#### 2.1 Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

#### 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

#### 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

#### 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

#### 2.5 Write job applications and resumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

#### 2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.