

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Journalism Language Arts

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Writing Content in Journalism																														
<p>■ 1.1.00 (DOK 4) ASSESSED</p> <p>The learner will be able to establish and maintain a focused purpose to communicate with an authentic audience by: Narrowing the topic to present an idea or theme. Choosing a perspective authentic to the writer. Analyzing and addressing the needs of the intended audience. Adhering to the characteristics of the form. Applying a suitable tone. Allowing voice to emerge when appropriate.</p>																														
<p>■ 1.1.01 (DOK) Supporting</p> <p>The learner will be able to in Reflective Writing: Evaluate personal progress toward meeting goals in literacy skills. Analyze needs of the intended audience. Sustain suitable tone or appropriate voice.</p>																														
<p>■ 1.1.02a (DOK) Supporting</p> <p>The learner will be able to in Personal Expressive Writing: Communicate the significance of the writer's life experience by narrating about life events, relationships. or central ideas. Apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay). Sustain point of view. Sustain a suitable tone or appropriate voice.</p>																														
<p>■ 1.1.02b (DOK) Supporting</p> <p>The learner will be able to in Literary Writing: Communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary, etc. Apply characteristics of the selected form (e.g., short story, play/script, poem). Sustain point of view. Sustain a</p>																														

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suitable tone or appropriate voice. Apply a fictional perspective in literary writing when appropriate.																														
<p>■ 1.1.03 (DOK) Supporting</p> <p>The learner will be able to in Transactive Writing: Communicate as an informed writer to provide new insight through informing, persuading or analyzing. Develop an effective angle to achieve a justifiable purpose. Justify what the reader should know, do or believe as a result of reading the piece. Apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect. Sustain a suitable tone. Allow voice to emerge when appropriate.</p>																														
<p>■ 1.2.00 (DOK 4) ASSESSED</p> <p>The learner will be able to support main ideas and deepen the audience's understanding of purpose by: Developing logical, justified, and suitable explanations. Providing relevant elaboration. Explaining related connections or reflections. Applying idea development strategies appropriate to the form.</p>																														
<p>■ 1.2.01 (DOK) Supporting</p> <p>The learner will be able to in Reflective Writing: Describe own literacy skills, strategies, or processes, or areas of growth. Analyze own decisions Evaluate own strengths and areas for growth. Support claims about self.</p>																														
<p>■ 1.2.02 (DOK) Supporting</p> <p>The learner will be able to in Personal Expressive/Literary Writing: Communicate theme/main idea through use of literary elements appropriate to the</p>																														

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the interest of the reader. Establish a context for the reader. Communicate ideas and details in a logical, meaningful order. Apply the acceptable format of the genre. Apply a variety of transitions or transitional elements between ideas and details to guide the reader. Apply effective paragraphing. Create effective conclusions.																														
<p>■ 2.3.02 (DOK) Supporting</p> <p>The learner will be able to in Personal Expressive/Literary Writing: Engage the interest of the reader. Communicate ideas and details in meaningful order. Apply organizational devices (e.g., foreshadowing, flashback) when appropriate. Apply a variety of transitions or transitional elements between ideas and details to guide the reader. Apply effective paragraphing. Arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape. Create effective conclusions.</p>																														
<p>■ 2.3.03 (DOK) Supporting</p> <p>The learner will be able to in Transactive Writing: Establish a context for reading. Apply the accepted format of the genre. Develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose. Arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details to guide the reader. Apply paragraphing effectively. Incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate. Create</p>																														

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conclusions effectively.																															
<p>■ 2.4.00 (DOK 3) ASSESSED</p> <p>The learner will be able to create effective sentences by: Applying a variety of structures and lengths. Maintaining parallel structure. Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate.</p>																															
<p>■ 2.4.01 (DOK) Supporting</p> <p>The learner will be able to in Reflective Writing: Develop sentences of various structures and lengths for effect. Maintain parallel structure. Develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</p>																															
<p>■ 2.4.02 (DOK) Supporting</p> <p>The learner will be able to in Personal Expressive/Literary Writing: Develop sentences of various structures and lengths for effect. Maintain parallel structure. Develop complete sentences or apply unconventional structures for an intentional effect when appropriate. Arrange poetic language in a meaningful order. Apply poetic line breaks effectively.</p>																															
<p>■ 2.4.03 (DOK) Supporting</p> <p>The learner will be able to in Transactive Writing: Develop complete, concise sentences or apply unconventional structures for an intentional effect when appropriate. Maintain parallel structure.</p>																															

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Writing Connections in Journalism																														
<p>■ 3.5.00 (DOK 2) ASSESSED</p> <p>The learner will be able to exemplify effective language choices by: Applying correct grammar and usage. Applying concise use of language. Incorporating strong verbs, precise nouns, concrete details, and sensory details. Applying language appropriate to the content, purpose, and audience.</p>																														
<p>■ 3.5.01 (DOK) Supporting</p> <p>The learner will be able to in Reflective Writing: Adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect. Apply language concisely. Incorporate language appropriate to the content, purpose, and audience.</p>																														
<p>■ 3.5.02 (DOK) Supporting</p> <p>The learner will be able to in Personal Expressive/Literary Writing: Adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect. Incorporate language based on economy, precision, richness, or impact on the reader. Develop ideas through descriptive or figurative language.</p>																														
<p>■ 3.5.03 (DOK) Supporting</p> <p>The learner will be able to in Transactive Writing: Adhere to standard guidelines for grammar and usage. Apply precise word choice. Incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.</p>																														
<p>■ 3.6.00 (DOK 2) ASSESSED</p> <p>The learner will be able to communicate clearly by: Applying correct spelling. Applying correct punctuation.</p>																														

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content by conferencing with self, teacher, peer(s). Checking for accuracy of content. Considering voice, tone, style, intended audience, coherence, transitions, pacing. Comparing with rubric criteria and benchmark papers/models. Considering effectiveness of language usage and sentences to communicate ideas.																														
<p>■ 4.10.00a (DOK) Supporting</p> <p>The learner will be able to narrow topic for selected writing. Compose a topic sentence of a paragraph that is purposefully placed to enhance reader awareness. Select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). Delete extraneous/irrelevant materials. (Idea Development).</p>																														
<p>■ 4.10.00b (DOK) Supporting</p> <p>The learner will be able to correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. Compose effective and subtle transitions. Develop effective introductions and closures for writing. Apply appropriate usage of parallelism (e.g., word forms, lists, phrases, clauses, sentences, organization, idea development) (Organization).</p>																														
<p>■ 4.10.00c (DOK) Supporting</p> <p>The learner will be able to eliminate redundant words and phrases. Apply the most specific word for use in a sentence. (Word Choice).</p>																														
<p>■ 4.11.00 (DOK) Supporting</p> <p>The learner will be able to check for correctness with self, teacher, or peer(s): --Language usage --Sentence</p>																														

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Structure --Spelling --Capitalization --Punctuation --Documentation of sources. Using resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks).																														
<p>■ 4.11.00a (DOK) Supporting</p> <p>The learner will be able to apply knowledge of subject/verb agreement with both singular and plural subjects. Apply knowledge of present, past, and future tenses. Apply knowledge of comparative and superlative forms of adjectives and adverbs. Apply knowledge of special problems in usage, (i.e., a, an, to, two, too, their, there, and they're) and pronoun reference with subjective. (Language Usage).</p>																														
<p>■ 4.11.00b (DOK) Supporting</p> <p>The learner will be able to correct run-ons or awkward sentences. Correct sentence fragments. Combine short choppy sentences effectively. (Sentence Structure).</p>																														
<p>■ 4.11.00c (DOK) Supporting</p> <p>The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to commonly used words. Apply knowledge of spelling patterns, generalizations, and rules to plural forms of words. Apply knowledge of spelling patterns, generalizations, and rules to contractions. Apply knowledge of spelling patterns, generalizations and rules to change verb endings. (Spelling).</p>																														
<p>■ 4.11.00d (DOK) Supporting</p> <p>The learner will be able to capitalize proper nouns, days, and months. Capitalize the beginning of sentences. Capitalize the pronoun "I". Capitalize proper adjectives. (Capitalization).</p>																														

