

Composition and Critical Reading

10th Grade

Benchmark Code – Subject: CCR Composition = CCR

Eng 501, 502 Composition and Critical Reading

½ credit
5 days per week, 1 semester
Taught in English

The purpose of Composition and Critical Reading is partially to prepare students to use the modes of discourse in writing of narration, exposition, persuasion, and description and how they are employed in standardized writing tests as well as the way each is employed in scholastic and collegiate writing. Composition and Critical Reading students will be able to write essays and short research papers that will contain accurate grammar and formatting, rhetorical devices, proper documentation and citation, and well-organized content.

- Strand 1 = Supporting Arguments
- Strand 2 = Informative/Explanatory Texts
- Strand 3 = Narratives
- Strand 4 = Production and Distribution of Writing
- Strand 5 = Research to Build and Present Knowledge
- Strand 6 = Range of Writing

Code: Subject.Grade.Strand#.Standard#.Benchmark#.
Example: CCR.10.1.4.3 –CCR, Tenth Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Supporting Arguments

Standard 1: The student writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

| Benchmark Code | Benchmark |
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| CCR.10.1.1.1 | The student will introduce precise claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| CCR.10.1.1.2 | The student will develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |

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| CCR.10.1.1.3 | The student will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCR.10.1.1.4 | The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| CCR.10.1.1.5 | The student will provide a concluding statement or section that follows from and supports the argument presented. |

Strand 2: Informative/Explanatory Texts

Standard 1: The student writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

| Benchmark Code | Benchmark |
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| CCR.10.2.1.1 | The student will introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| CCR.10.2.1.2 | The student will develop the topic with well-chosen, relevant, and sufficient facts, extended definition, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| CCR.10.2.1.3 | The student will use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| CCR.10.2.1.4 | The student will use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| CCR.10.2.1.5 | The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (MLA, APA, Chicago Style Formats) |
| CCR.10.2.1.6 | The student will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

Strand 3: Narratives

Standard 1: The student writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

| Benchmark Code | Benchmark |
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| CCR.10.3.1.1 | The student will engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |

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| CCR.10.3.1.2 | The student will use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| CCR.10.3.1.3 | The student will use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| CCR.10.3.1.4 | The student will use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| CCR.10.3.1.5 | The student will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

Strand 4: Production and Distribution of Writing

Standard 1: The student produces and distributes own writing, incorporating specifications, the writing process, and technology. .

| Benchmark Code | Benchmark |
|----------------|---|
| CCR.10.4.1.1 | The student will produce clear and coherent writing in which the development, organization, style, and grammar are appropriate to task, purpose, and audience. |
| CCR.10.4.1.2 | The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| CCR.10.4.1.3 | The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

Strand 5: Research to Build and Present Knowledge

Standard 1: The student uses relevant research strategies to present knowledge.

| Benchmark Code | Benchmark |
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| CCR.10.5.1.1 | The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| CCR.10.5.1.2 | The student will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| CCR.10.5.1.3 | The student will draw evidence from literary or informational texts to support analysis, reflection, and research. |

Strand 6: Range of Writing

Standard 1: The student demonstrates the ability to produce a range of writing tasks in short or extended time frames.

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| CCR.10.6.1.1 | The student will demonstrate knowledge of the four modes of discourse (narrative, persuasive, descriptive, and expository) writing and their relationship to genre structures and other forms of rhetoric, and will be able to use these modes to generate essays in various formats quickly depending on the time range given. |
| CCR.10.6.1.2 | The student will demonstrate strategies of writing for time-specific tasks in primary domains such as informational texts and persuasive texts as seen on many standardized tests such as the SAT, AP, and optional ACT writing tests. |
| CCR.10.6.1.3 | The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

Strand 7: Reading for Writing

Standard 1: The student reads various informational, narrative, and persuasive text and analyze the structure, purpose, form, and other relevant factors in order to aid both thinking and writing.

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|----------------|---|
| CCR.10.7.1.1 | The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| CCR.10.7.1.2 | The student will determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| CCR.10.7.1.3 | The student will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| CCR.10.7.1.4 | The student will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |