**CCSS-Based Essential Writing Assignments @ PHS**

**Three Types of Writing Assessed in CCSS:**

1. **Narrative**: "Write **NARRATIVES** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."  
   *(emphasis on* ***creative non-fiction*** *-- blending narrative elements into stories about real-life experiences, unless fictional accounts are those where students assume a role to demonstrate understanding of a text or time period)*
2. **Informative/Explanatory**: "Write **INFORMATIVE/EXPLANATORY TEXTS** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content."
3. **Argument**: "Write **ARGUMENTS** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence."

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|  | **Grade 9** | **Grade 10** | **Grade 11\*** |
| **Q1** | **EWA #1:** Narrative | **EWA #1:** Narrative | **EWA #1:** Narrative |
| **Q2** | **EWA #2:** Inform./Explanatory | **EWA #2:** Inform./Explanatory | **EWA #2:** Inform./Explanatory |
| **Q3** | **EWA #3:** Argument (fact) | **EWA #3:** Argument (judgment) | **EWA #3**: Argument (policy) |
| **Q4** | **EWA #4:**  **Synthesis/Research Assignment**  final paper incorporates all 3 CCSS writing skill sets taught during year: narrative, informative/ explanatory, argumentative | **EWA #4:**  **Synthesis/Research Assignment**  final paper incorporates all 3 CCSS writing skill sets taught during year: narrative, informative/ explanatory, argumentative | **EWA #4:**  **Synthesis/Research Assignment**  final paper incorporates all 3 CCSS writing skill sets taught during year: narrative, informative/ explanatory, argumentative |

* with the exception of E319

**General Thoughts:**

* Use narrative assignment in Q1 as both an EWA and a diagnostic writing evaluations. Because students are often more familiar/comfortable with narrative writings tasks, it would be easier for teachers to assess student strengths/weaknesses in logical organization of ideas, grammar, mechanics, etc.
* Skills taught/assessed in each mode of writing will come from Common Core State Standards. See related materials for breakdown of which levels will teach which skills.
* Possible breakdown of argument skills taught at each level: arguments of fact @ grade 9; arguments of judgment @ grade 10; arguments of policy @ grade 11 (see George Hillcocks’ *Teaching of Argument, Grades 6-12*: *Supporting Claims with Relevant Evidence and Clear Reasoning*)