

Lake Washington School District  
Teaching and Learning Framework

# Grades 11 - 12

## English/ Writing

Power Standards | October 2007

# Grades 11 - 12 | English/ Writing

## The Writing Process

### Power Standards

Analyzes and selects effective strategies for generating ideas and planning writing.

Revises text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Adjusts and sustains the writing process as necessary.

### Evidence of Learning

Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, organize evidence, and plan ideas/content.

Demonstrates the difference between revising and editing.

Uses revision strategies to add, remove, change or reorder material.

Adjusts time for prewriting, drafting, revising, and editing, depending upon the nature of the task.

Self-directs and sustains the writing process.

## Traits of Effective Writing

### Power Standards

#### *Ideas/Content*

Develops an arguable thesis, analyzes and extends ideas, and chooses specific, relevant details that support the thesis.

### Evidence of Learning

Clearly articulates a meaningful thesis/claim.

Synthesizes appropriate, reliable and credible evidence and uses reasoning to support a thesis.

Uses commentary to explain how evidence supports the thesis.

Writes conclusions that extend and enlarge the writer's position.

*In addition, for literary analysis:*

Analyzes the use of imagery, language, universal themes, and unique aspects of the text.

Demonstrates an understanding of the author's use of stylistic devices and an appreciation of the effects created.

*In addition, for persuasive writing:*

States and refutes opposing arguments.

Articulates a call to action.

## Traits of Effective Writing (continued)

### Power Standards

### Evidence of Learning

#### Organization

Analyzes and selects effective organizational structures.

Applies effective organizational structures from earlier grades.

Structures ideas and arguments in a sustained, persuasive, and sophisticated way.

Develops a clear, focused, and logical sequence and structure of ideas and information, with the thesis providing direction for the paper.

Develops paragraphs with logical internal structure and with topic sentences that control paragraph content.

Uses effective transitions to tie ideas together.

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#### Style

Analyzes audience and purposes and uses appropriate voice.

Uses an academic voice that is committed, unbiased, and precise.

Uses a variety of sentences consistent with audience, purpose, and form.

Seamlessly integrates quotations/citations into text.

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#### Conventions

Spells accurately in final draft.

Uses spelling rules and patterns from previous grades.

Uses a dictionary and other resources to spell new, unfamiliar or difficult words.

Differentiates between commonly confused terms, such as “its” and “it’s” or “affect” and “effect.”

Knows how to use spell-check/grammar check in word processing software, while understanding the limitations of relying on these tools.

Applies punctuation and capitalization rules.

Uses punctuation rules from previous grades.

Uses ellipses, colons, hyphens, semi-colons, apostrophes, dashes, and quotations marks correctly.

Uses commas with nonrestrictive clauses and contrasting expressions.

Capitalizes sentences, proper nouns, and titles correctly.

Applies grammar conventions and usage rules.

Applies grammar conventions and usage rules from previous grades.

Uses active voice except when passive voice is appropriate.

## Traits of Effective Writing (continued)

### Power Standards

### Evidence of Learning

Uses complete sentences in writing.

Uses subject-verb and pronoun agreement correctly.

Uses verb tense correctly.

Uses different types of clauses and phrases, including adverb clauses, adjective clauses and adverb phrases correctly.

Consistently avoids run-on sentences and sentence fragments.