

Lake Washington School District
Teaching and Learning Framework

Ninth Grade

Language Arts/Writing

Power Standards | October 2007

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The Writing Process

Power Standards

Revises text, including changing words, sentences, paragraphs, and ideas.

Evidence of Learning

Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, “find-and-replace” or “track changes” functions of word processing program).

Rereads work several times and has a different focus for each reading (e.g., first reading – looking for the strength or effectiveness of an argument and organizational structure; second reading – considering appropriateness for audience and purpose; third reading – looking for clarity of persuasive language).

Decides if revision is warranted.

Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).

Records feedback using writing group procedure (e.g., partner revision).

Evaluates and justifies the choice to use feedback in revisions or not (e.g., “I didn’t change my second example because…”).

Revises typographical devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical and content-area writing forms (e.g., résumé, business letter).

Uses multiple resources to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary).

Edits for conventions.

Identifies and corrects errors in conventions.

Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).

Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).

Writing in a Variety of Forms/Genres for Different Audiences and Purposes

Power Standards

Applies understanding of multiple and varied audiences to write effectively.

Evidence of Learning

Identifies an intended audience.

Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).

Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective).

Describes how a *particular* audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).

Anticipates and addresses readers' questions or arguments.

Traits of Effective Writing

Power Standards

Ideas/Content

Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

Evidence of Learning

Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., "Obtaining a driver's license should not be tied to grades in school.").

Selects specific details relevant to the topic to extend ideas or develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other).

Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument).

Integrates the elements of character, setting, and plot to create a convincing fictional world.

Traits of Effective Writing (continued)

Power Standards

Evidence of Learning

Organization

Analyzes and selects effective organizational structures.

Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure).
Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation).

Selects from a variety of ending/ conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).

Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ... , consequently ... , as a result ... , on the other hand ...).

Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ... , possibly ... , therefore ...).

Selects and uses effective organizational patterns as determined by purpose:
~ varied placement of thesis for effect
~ persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together) ~ explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions) ~ narrative (e.g., story within a story)

Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space).

Traits of Effective Writing (continued)

| Power Standards | Evidence of Learning |
|---|--|
| <p><i>Style</i></p> <p>Analyzes and selects language appropriate for specific audiences and purposes.</p> | <p>Selects and uses precise language to persuade or inform.</p> <p>Selects and uses precise language in poetic and narrative writing. Uses the vernacular appropriately.</p> <p>Selects and uses specialized vocabulary relevant to a specific content area (e.g., <i>plate tectonics, mitosis, photosynthesis</i>).</p> <p>Selects and uses literary devices deliberately (e.g., extended metaphor, symbols, analogies). Selects and uses sound devices deliberately in prose and poetry (e.g., assonance, consonance). Considers connotation and denotation, including cultural connotation, when selecting words (<i>police officer vs. cop, bias vs. prejudice</i>).</p> <p>Uses a variety of sentences consistent with audience, purpose, and form.</p> <p>Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms. Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: "Fingers gripping the table, the student waited for the results.").</p> <p>Writes short sentences and phrases in technical writing.</p> <p>Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.</p> |

Evaluating Writing and Setting Goals

| Power Standards | Evidence of Learning |
|---|--|
| <p>Analyzes and evaluates own writing using established criteria.</p> | <p>Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics). Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions).</p> <p>Uses criteria to choose and defend choices for a writing portfolio.</p> <p>Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).</p> |