

Lake Washington School District
Teaching and Learning Framework

Tenth Grade

English/Writing

Power Standards | October 2007

Tenth Grade | English/Writing

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).

Writing in a Variety of Forms 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.

Writing in a Variety of Forms for Different Audiences and Purposes (Continued)

Power Standards

Demonstrates understanding of different purposes for writing.

Evidence of Learning

Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., applies for a job, communicates research findings, conveys technical information).

Writes for self expression.

Writes to analyze informational and literary texts.

Writes to learn (e.g., double-entry journal in math, science; portfolio selection defense).

Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing).

Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs).

Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper).

Uses a variety of forms/genres.

Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter).

Maintains a log or portfolio to track variety of forms/genres used.

Produces a variety of new forms/genres.

Examples
research papers
memoirs
mysteries
parodies
monologues
documentaries
cover letters
satires
essays (e.g., extended literary analyses)
editorials
proposals
résumés
blogs

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., 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.

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

Style

Analyzes audience and purposes and uses appropriate voice.

Evidence of Learning

Writes with a clearly defined voice appropriate to audience.

Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.

Selects appropriate point of view for technical writing and/or specific content areas (e.g., third-person point of view for science lab write-ups, first person for field journals, second person for how-to technical manuals).

Evaluating Writing and Setting Goals

Power Standards

Analyzes and evaluates own writing using established criteria.

Evidence of Learning

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).

Uses criteria to choose and defend choices for a writing portfolio.

Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).