

Writing Standards

GRADES 11 & 12



Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
11.W.1 12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Lessons 47-73
	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Lessons 49-52, 57
	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Lessons 53-56, 58-67
	c. Use words, phrases, and clauses as well as varied syntax 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.	Lessons 57, 63
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Lessons 51-68
	e. Provide a concluding statement or section that follows from and supports the argument presented.	Lessons 63, 68
	f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).	Lessons 35-36, 61-62
11.W.2 12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Lessons 21-46
	a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful for comprehension.	Lessons 23-26, 30
	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Lessons 27-29, 31-38
	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Lessons 30, 36, 41
	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Lessons 31-35, 37-38
	e. Establish and maintain a formal style and objective while attending to the norms and conventions of the discipline in which they are writing.	Lessons 25-40
	f. 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).	Lessons 36, 39-40

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11.W.3 12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	N/A
	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	N/A
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/ or characters.	N/A
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution).	N/A
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	N/A
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	N/A

Production and Distribution of Writing

Standard Code	Standard	Top Score Writing Lessons
11.W.4 12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)	Lessons 1-6, 21-24, 47-50, 74-79, 92-93, 97
11.W.5 12.W.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	Lessons 2-4, 10, 19, 23-24, 43, 45-46, 49-50, 70, 72-73, 74, 97
11.W.6 12.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Teacher-directed

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Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
11.W.7 12.W.7	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, demonstrating understanding of the subject under investigation.	Lessons 74-90
11.W.8 12.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.	Lessons 27-29, 31-33, 37-38, 53-56, 58-60, 64-67, 85-87, 89-90
11.W.9 12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature. b. Apply grades 11-12 Reading standards to literary nonfiction.	Lessons 27-29, 31-33, 37-38, 53-56, 58-60, 66-67, 85-86, 89-90

Range of Writing

Standard Code	Standard	Top Score Writing Lessons
11.W.10 12.W.10	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.	Lessons 1-100