

Text Types and Protocol

Standard Code	Standard	Top Score Writing Lessons
11-12. W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.	Lessons 47-73
	a. Introduce precise claim(s).	Lessons 49-52, 57
	b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge and concerns.	Lessons 53-56, 58-67
	c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.	Lessons 53-56, 58-67
	d. Provide a concluding statement or section that follows from and supports the argument presented.	Lessons 63, 68
	e. Use precise language and content-specific vocabulary.	Lessons 51-68
	f. Establish and maintain a formal style.	Lessons 51-69, 71
11-12. W.TTP.2	Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.	Lessons 21-46
	a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.	Lessons 23-26, 30
	b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to the use of appropriate and varied transitions.	Lessons 23-26, 30
	c. 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
	d. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Lessons 36, 39-40

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	e. Use appropriate formatting, graphics, and multimedia to aid comprehension.	Teacher-directed
	f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Lessons 25-40
	g. Establish and maintain a formal style and objective tone.	Lessons 25-40
11-12. W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.	Not applicable
	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing a point of view, and introducing a speaker/narrator and/or participants/characters.	
	b. Sequence events so that they build on one another to create a coherent whole.	
	c. Create a smooth progression of experiences or events.	
	d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.	
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
	f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
	g. Establish and maintain an appropriate style or tone.	

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Production and Distribution

Standard Code	Standard	Top Score Writing Lessons
11-12. W.PDW.4	Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.	Lessons 1-6, 21-24, 47-50, 74-79, 92-93, 97
11-12. W.PDW.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.	Lessons 2-4, 10, 19, 23-24, 43, 45-46, 49-50, 70, 72-74, 97
11-12. W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	Teacher-directed

Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
11-12. W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	Lessons 74-90
11-12. W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citations.	Lessons 27-29, 31-33, 37-38, 53-56, 58-60, 64-67, 85-87, 89-90
11-12. W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying Grade band 11-12 standards for reading to source material.	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
11-12. W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Lessons 1-100