



12.W The student will write in a variety of forms for diverse audiences and purposes linked to Grade 12 content and text, with an emphasis on technical writing.

12.W.1 Modes and Purposes for Writing

Standard Code	Standard	Top Score Writing Lessons
A.	Write extended pieces that:	
	i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.	Lessons 5-7, 25-26, 30, 51-52, 57, 80, 84
	ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.	Lessons 2-4, 23-24, 49-50, 74, 93, 97
	iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.	Lessons 7-8, 31-35, 37-38, 55, 58-62, 66-67, 86
	iv. Provide a concluding section that follows from the information or explanation presented.	Lessons 11, 14, 36, 39-40, 63, 68, 88
B.	Write technical pieces that:	
	i. Describe personal qualifications for potential occupational or educational opportunities.	Lessons 74-100
	ii. Create clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.	
	iii. Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly addresses specific audiences with identified purposes.	
C.	Blend multiple modes of writing but routinely engage in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	Lessons 1-100
D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	Lessons 1-100



12.W.2 Organization and Composition

Standard Code	Standard	Top Score Writing Lessons
A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:	Lessons 1-100
	i. Composing a thesis statement that clearly communicates the writer's position or assertion.	Lessons 5-7, 25-26, 30, 51-52, 57, 80, 84
	ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.	Lessons 7-8, 31-35, 37-38, 55, 58-62, 66-67, 86
	iii. Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.	Lesson 5-6, 25-26, 51-52, 84
	iv. Contextualizing evidence from sources effectively with proper introduction, thorough explanation, and appropriate citation.	Lesson 5-6, 25-26, 51-52, 84
	v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.	Lessons 7, 17, 30, 41, 57
	vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/concrete details, diction, and purposeful word choice.	Lessons 1-100

12.W.3 Usage and Mechanics

Standard Code	Standard	Top Score Writing Lessons
A.	Revise writing for clarity of content, accuracy, and depth of information.	Lessons 10, 19, 43, 45-46, 70, 72-73
B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.	Lessons 10, 19, 43, 45-46, 70, 72-73
C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts.	Lessons 10, 19, 43, 45-46, 70, 72-73
D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.	Lessons 10, 19, 43, 45-46, 70, 72-73