

Strand: Text Types and Purposes			
Standard 1: Write arguments to support claims with clear reasons and relevant evidence			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can introduce claim(s) and organize the reasons and evidence clearly. ○ I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ○ I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ○ I can establish and maintain a formal style. ○ I can provide a concluding statement or section that follows from the argument presented. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Argument ● Claim ● Reasons ● Evidence ● Relevance ● Credible ● Clarify ● Formal 	<p>Question Stems</p>	<p>Possible Assessments</p>
Standard 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Informative ● Explanatory ● Examine ● Convey ● Ideas ● Concepts ● Information ● Selection ● Organization ● Analysis 	<p>Question Stems</p>	<p>Possible Assessments</p>

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<ul style="list-style-type: none"> ○ I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ I can use appropriate transitions to clarify the relationships among ideas and concepts. ○ I can use precise language and domain-specific vocabulary to inform about or explain the topic. ○ I can establish and maintain a formal style. ○ I can provide a concluding statement or section that follows from the information or explanation presented. 	<ul style="list-style-type: none"> ● Relevant 		
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> ○ Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ Use a variety of transition words, phrases, and clauses to convey sequence and 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> ● Narrative ● Technique ● Relevant ● Details ● Structure ● Sequence 	<p style="text-align: center;">Question Stems</p>	<p style="text-align: center;">Possible Assessments</p>

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<p>signal shifts from one time frame or setting to another.</p> <ul style="list-style-type: none"> ○ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ○ Provide a conclusion that follows from the narrated experiences or events. 			

Strand: Production and Distribution of Writing			
Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can produce clear and coherent writing. ○ I can produce writing with good development. ○ I can produce writing with good organization. ○ I can produce writing with coherent style. ○ I can produce writing that is appropriate to any task, audience, or purpose. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Coherent ● Development ● Organization ● Style ● Task ● Audience ● Purpose 	<p>Question Stems</p>	<p>Possible Assessments</p>
Standard 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can, with some guidance and help, develop my own writing. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Support ● Peers ● Develop 	<p>Question Stems</p>	<p>Possible Assessments</p>

Strand: Production and Distribution of Writing			
<ul style="list-style-type: none"> ○ I can, with some guidance and help, strengthen my own writing. ○ I can plan better, revise, edit, or rewrite my work to improve it. ○ I can try a completely new approach to improve my writing. 	<ul style="list-style-type: none"> ● Strengthen ● Planning ● Revising ● Editing ● Rewriting 		
<p>Standard 6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> ○ I can use technology to publish my writing. ○ I have sufficient keyboarding skills to type a minimum of 3 pages at one sitting. 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> ● Publish ● Interact ● Collaborate ● Sufficient 	<p style="text-align: center;">Question Stems</p>	<p style="text-align: center;">Possible Assessments</p>
Strand: Research to Build and Present Knowledge			
<p>Standard 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> ○ I can conduct research to answer a question. ○ I can use several sources to answer a question. ○ I can refocus my research to make it better. 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> ● Research ● Sources ● Inquiry 	<p style="text-align: center;">Question Stems</p>	<p style="text-align: center;">Possible Assessments</p>
<p>Standard 8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> ○ I can gather information from print and digital sources. 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> ● Digital ● Assess 	<p style="text-align: center;">Question Stems</p>	<p style="text-align: center;">Possible Assessments</p>

Strand: Research to Build and Present Knowledge			
<ul style="list-style-type: none"> ○ I can assess the credibility of each source. ○ I can quote or paraphrase the data and conclusions. ○ I can avoid plagiarism. ○ I can provide basic bibliographic information on my sources. 	<ul style="list-style-type: none"> ● Credibility ● Quote ● Paraphrase ● Plagiarism ● Bibliography ● Sources 		
<p>Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ○ I can find evidence in literary texts. ○ I can find evidence in informational texts. ○ I can use evidence to analyze texts. ○ I can use evidence to reflect upon texts. ○ I can use evidence to help me in my research. 	<ul style="list-style-type: none"> ● Literary ● Informational ● Analysis ● Reflection ● Research 		
Strand: Range of Writing			
<p>Standard 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 discipline-specific tasks, purposes, and audiences.</p>			
Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ○ I can write for any task, audience, or purpose. 	<ul style="list-style-type: none"> ● Research ● Reflection ● Revision ● Discipline-specific ● Task ● Audience ● Purpose 		

