

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

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<ul style="list-style-type: none"> <li>○ I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>○ I can use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>○ I can use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>○ I can establish and maintain a formal style.</li> <li>○ I can provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant</li> </ul>		
<p><b>Standard 3:</b> 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;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can 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.</li> <li>○ I can use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>○ I can use a variety of transition words, phrases, and clauses</li> </ul>	<p style="text-align: center;"><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Narrative</li> <li>● Technique</li> <li>● Relevant</li> <li>● Details</li> <li>● Structure</li> <li>● Sequence</li> </ul>	<p style="text-align: center;"><b>Question Stems</b></p>	<p style="text-align: center;"><b>Possible Assessments</b></p>

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

<b>Strand: Production and Distribution of Writing</b>			
<b>Standard 4:</b> 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><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can produce clear and coherent writing.</li> <li>○ I can produce writing with good development.</li> <li>○ I can produce writing with good organization.</li> <li>○ I can produce writing with coherent style.</li> <li>○ I can produce writing that is appropriate to any task, audience, or purpose.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Coherent</li> <li>● Development</li> <li>● Organization</li> <li>● Style</li> <li>● Task</li> <li>● Audience</li> <li>● Purpose</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<b>Standard 5:</b> 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, focusing on how well purpose and audience have been addressed.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can, with some guidance and help, develop my own writing.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Support</li> <li>● Peers</li> <li>● Develop</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

Strand: Production and Distribution of Writing			
<ul style="list-style-type: none"> <li>○ I can, with some guidance and help, strengthen my own writing.</li> <li>○ I can plan better, revise, edit, or rewrite my work to improve it.</li> <li>○ I can try a completely new approach to improve my writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen</li> <li>● Planning</li> <li>● Revising</li> <li>● Editing</li> <li>● Rewriting</li> </ul>		
<p><b>Standard 6:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>			
<p style="text-align: center;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can use technology to publish my writing.</li> <li>○ I have sufficient keyboarding skills to type a minimum of 3 pages at one sitting.</li> </ul>	<p style="text-align: center;"><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Publish</li> <li>● Interact</li> <li>● Collaborate</li> <li>● Sufficient</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
Strand: Research to Build and Present Knowledge			
<p><b>Standard 7:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>			
<p style="text-align: center;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can conduct research to answer a question.</li> <li>○ I can use several sources to answer a question.</li> <li>○ I can refocus my research to make it better.</li> </ul>	<p style="text-align: center;"><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Sources</li> <li>● Inquiry</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<p><b>Standard 8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			
<b>Learning Targets</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>

Strand: Research to Build and Present Knowledge			
<ul style="list-style-type: none"> <li>○ I can gather information from print and digital sources.</li> <li>○ I can assess the credibility of each source.</li> <li>○ I can quote or paraphrase the data and conclusions.</li> <li>○ I can avoid plagiarism.</li> <li>○ I can provide basic bibliographic information on my sources.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital</li> <li>● Assess</li> <li>● Credibility</li> <li>● Quote</li> <li>● Paraphrase</li> <li>● Plagiarism</li> <li>● Bibliography</li> <li>● Sources</li> </ul>		
<p><b>Standard 9:</b> 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"> <li>○ I can find evidence in literary texts.</li> <li>○ I can find evidence in informational texts.</li> <li>○ I can use evidence to analyze texts.</li> <li>○ I can use evidence to reflect upon texts.</li> <li>○ I can use evidence to help me in my research.</li> </ul>	<ul style="list-style-type: none"> <li>● Literary</li> <li>● Informational</li> <li>● Analysis</li> <li>● Reflection</li> <li>● Research</li> </ul>		

Strand: Range of Writing			
<p><b>Standard 10:</b> 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"> <li>○ I can write for any task, audience, or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Reflection</li> <li>● Revision</li> <li>● Discipline-specific</li> <li>● Task</li> </ul>		

Strand: Range of Writing			
	<ul style="list-style-type: none"><li>• Audience</li><li>• Purpose</li></ul>		