Strand: Text Types and Purposes

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can introduce claim(s) and organize the reasons and evidence clearly. o I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. o I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. o I can establish and maintain a formal style. o I can provide a concluding statement or section that follows from the argument presented.	• Argument • Claim • Reasons • Evidence • Relevance • Credible • Clarify • Formal		

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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o 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.	• Informative • Explanatory • Examine • Convey • Ideas • Concepts • Information • Selection • Organization • Analysis		

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o I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. o I can use appropriate transitions to clarify the relationships among ideas and concepts. o I can use precise language and domain-specific vocabulary to inform about or explain the topic. o I can establish and maintain a formal style. o I can provide a concluding statement or section that follows from the information or explanation presented.	• Relevant		

Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o 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. o Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. o Use a variety of transition words, phrases, and clauses to convey sequence and	• Narrative • Technique • Relevant • Details • Structure • Sequence		

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signal shifts from one time frame or setting to another. o Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. o 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.)			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
o I can produce clear and coherent writing. o I can produce writing with good development. o I can produce writing with good organization. o I can produce writing with coherent style. o I can produce writing that is appropriate to any task, audience, or purpose.	• Coherent • Development • Organization • Style • Task • Audience • Purpose		
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, focusing on how well purpose and audience have been addressed.			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
o I can, with some guidance and help, develop my own writing.	• Support • Peers • Develop		

Strand: Production and Distribution of Writing			
o I can, with some guidance and help, strengthen my own writing. o I can plan better, revise, edit, or rewrite my work to improve it. o I can try a completely new approach to improve my writing.	• Strengthen • Planning • Revising • Editing • Rewriting		

Standard 6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can use technology to publish my writing. o I can use technology to interact and collaborate with others.	• Publish • Interact • Collaborate • Sufficient		

Strand: Research to Build and Present Knowledge			

Standard 7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can conduct research to answer a question. o I can use several sources to answer a question. o I can refocus my research to make it better.	• Research • Sources • Inquiry		

Standard 8: 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
	• Digital		

Strand: Research to Build and Present Knowledge			
o I can gather information from print and digital sources. o I can assess the credibility of each source. o I can quote or paraphrase the data and conclusions. o I can avoid plagiarism. o I can provide basic bibliographic information on my sources.	• Assess • Credibility • Quote • Paraphrase • Plagiarism • Bibliography • Sources		
Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Learning Targets o I can find evidence in literary texts. o I can find evidence in informational texts. o I can use evidence to analyze texts. o I can use evidence to reflect upon texts. o I can use evidence to help me in my research.	**Academic Vocabulary** • Literary • Informational • Analysis • Reflection • Research	**Question Stems**	**Possible Assessments**

Strand: Range of Writing			
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.			
Learning Targets o I can write for any task, audience, or purpose.	**Academic Vocabulary** • Research • Reflection • Revision • Discipline-specific • Task	**Question Stems**	**Possible Assessments**

Strand: Range of Writing			
	• Audience • Purpose		