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		

Strand: Text Types and Purposes			
- 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.	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
- 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	- Narrative - Technique - Relevant - Details - Structure - Sequence		

Strand: Text Types and Purposes

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: 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.

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, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can use technology to publish my writing. o I have sufficient keyboarding skills to type a minimum of 3 pages at one sitting.	• Publish • Interact • Collaborate • Sufficient		

Strand: Research to Build and Present Knowledge			

Standard 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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 authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Strand: Research to Build and Present Knowledge			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
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.	• Digital • Assess • Credibility • Quote • Paraphrase • Plagiarism • Bibliography • Sources		

Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
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.	• Literary • Informational • Analysis • Reflection • Research		

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	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
o I can write for any task, audience, or purpose.	• Research • Reflection • Revision • Discipline-specific		

Strand: Range of Writing			
	• Task • Audience • Purpose		