



GRADE: 6			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 6, Standard 1	Text Types and Purpose	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p><u>6.W.1 Write Paragraphs that State Claims with Evidence</u></p> <p><STUDENT> will write <#> or more paragraphs that state claim(s) in support of an argument, with clear reasons and relevant evidence to demonstrate an understanding of the topic or text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.W.1 Write Multiparagraph Composition Stating Claims with Evidence</u></p> <p><STUDENT> will write a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.W.1 Write Multiparagraph Composition with Conclusion</u></p> <p><STUDENT> will write a multi-paragraph composition stating claims in support of an argument, supported by clear reasons or relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses, and provides a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 6			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 6, Standard 2	Text Types and Purposes	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., chart, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><u>6.W.2 Write Informative Explanatory Paragraphs</u></p> <p><STUDENT> will write <#> or more informative/ explanatory paragraphs that introduces a topic organize ideas or information using one or more strategies (e.g. definition, classification, comparison/contrast, cause and effect) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.W.2 Write Multiparagraph Informative/Explanatory Composition</u></p> <p><STUDENT> will write a multi-paragraph informative/ explanatory composition that introduces a topic or thesis statement and organizes ideas or information, using one or more strategies (e.g. definition, classification, comparison/contrast, cause and effect) using precise language or vocabulary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.W.2 Write Multiparagraph Informative/Explanatory Composition with Conclusion</u></p> <p><STUDENT> will write a multi-paragraph informative/ explanatory composition that introduces a topic or thesis statement and organizes ideas or information, using one or more strategies (e.g. definition, classification, comparison/contrast, cause and effect) using precise language or vocabulary and provides a concluding statement or section that follows from the information presented <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 6			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 6, Standard 3	Text Types and Purposes	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>6.W.3 Write Multiparagraph Narrative Composition</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.W.3 Write Multiparagraph Narrative Composition with Transitional Words</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.W.3 Write Multiparagraph Narrative Composition Using Dialogue, Descriptions, Pacing</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion and uses narrative techniques such as dialogue, descriptions, and pacing to develop events or show the responses of characters to situations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
Writing Grade 6, Standard 5	Production and Distribution of Writing	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>	<p><u>6.W.5 Strengthen Writing by Planning, Revising, Editing, Re-writing</u></p> <p>With some guidance and support from peers and adults, <STUDENT> will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 7			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 7, Standard 1	Text Types and Purposes	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA</p> <p>b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><u>7.W.1 Write Arguments to Support Claims</u></p> <p><STUDENT> will write <#> or more paragraphs in support of an argument that introduce claims and address at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.W.1- Write Argumentative Composition that Addresses Opposing Claim</u></p> <p><STUDENT> will write a multi-paragraph composition in support of argument that introduces claims and addresses at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.W.1 Write Argumentative Composition Using Linking Words/Phrases</u></p> <p><STUDENT> will write a multi-paragraph composition in support of argument that introduces claims and addresses at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses, and provides a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 7			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 7, Standard 2	Text Types and Purposes	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., chart, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><u>7.W.2 Write Informative / Explanatory Paragraphs</u></p> <p><STUDENT> will write <#> or more informative/ explanatory paragraphs that introduces a topic clearly, organize ideas and relevant information using one or more strategies (e.g. definition, classification, comparison/contrast, cause and effect) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.W.2 Write Multiparagraph Informative/ Explanatory Composition</u></p> <p><STUDENT> will write a multi-paragraph informative/explanatory composition that introduces a topic or thesis statement clearly, previewing what is to follow, and organizes ideas and relevant information, using one or more strategies (e.g. definition, classification, comparison/contrast, cause and effect) using precise language or vocabulary <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.W.2 Write Multiparagraph Informative/ Explanatory Composition with Conclusion</u></p> <p><STUDENT> will write a multi-paragraph informative/ explanatory composition that introduces a topic or thesis statement clearly, previewing what is to follow, and organizes relevant ideas and information, using one or more strategies (e.g. definition, classification, comparison/contrast, cause and effect) using precise language or vocabulary and provides a concluding statement or section that follows from the information presented <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 7			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 7, Standard 3	Text Types and Purposes	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><u>7.W.3 Write Multiparagraph Narrative with Clear Sequence</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.W.3 Write Multiparagraph Narrative with Transitional Words/Phrases</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence or signal shifts from one time frame/setting to another <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>7.W.3 Write Multiparagraph Narrative Using Dialogue, Descriptions, Pacing</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion and uses narrative techniques such as dialogue, descriptions, and pacing to develop events or show the responses of characters to situations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 8			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 8, Standard 1	Text Types and Purposes	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><u>8.W.1 Write Argumentative Paragraphs with Opposing Claim</u></p> <p><STUDENT> will write <#> or more paragraphs in support of an argument that introduce claims and address at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.W.1 Write Multiparagraph Composition with Linking Words/Phrases</u></p> <p><STUDENT> will write a multi-paragraph composition in support of argument that introduces claims and addresses at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses to create cohesion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.W.1 Write Multiparagraph Composition with Conclusion</u></p> <p><STUDENT> will write a multi-paragraph composition in support of argument that introduces claims and addresses at least one opposing claim, with organized reasons and relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses to create cohesion and provides a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 8			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 8, Standard 2	Text Types and Purposes	<p>Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA</p> <p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., chart, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><u>8.W.2 Write Informative/Explanatory Paragraphs or Career Development Document</u></p> <p><STUDENT> will write <#> or more informative/ explanatory paragraphs or career development document (e.g. business letters), that introduce a topic clearly, organize well chosen ideas and information <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.W.2 Precise Language- Write Multiparagraph Informative/Explanatory Composition or Career Development Document</u></p> <p><STUDENT> will write a multi-paragraph informative/explanatory composition or career development document (e.g. business letter), that introduces a topic or thesis statement clearly, organizes well-chosen ideas and information using precise language, vocabulary, and formal style <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>8.W.2 Conclusion- Write Multiparagraph Informative/Explanatory Composition or Career Development Document</u></p> <p><STUDENT> will write a multi-paragraph informative/explanatory composition or career development document (e.g. business letter), that introduces a topic or thesis statement clearly, organizes well-chosen ideas and information using precise language, vocabulary, and formal style and provides a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADE: 8			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 8, Standard 3	Text Types and Purposes	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>8.W.3 Write Multiparagraph Narrative</p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p>8.W.3 Write Multiparagraph Narrative that Provides a Conclusion</p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a well-structured sequence of events unfolds and provides a conclusion, and uses a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, or show relationships among experiences and events <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p>8.W.3 Write Multiparagraph Narrative that Uses Dialogue, Pacing, Reflection</p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion and uses narrative techniques such as dialogue, descriptions, pacing, or reflection to develop experiences, events, and/or characters <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9-10			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grades 9-10, Standard 1	Text Types and Purposes	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>9-10.W.1 Write Argumentative Paragraphs that Address One Opposing Claim</p> <p><STUDENT> will write <#> or more paragraphs in support of an argument that introduce claims and address at least one opposing claim, with valid reasoning and sufficient evidence to establish clear relationships among claims and counterclaims <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p>9-10.W.1 Write Multiparagraph Argumentative Composition with Cohesion</p> <p><STUDENT> will write a multi-paragraph composition in support of an argument that introduces claims and addresses at least one opposing claim, with valid reasoning and sufficient evidence for each claim and counterclaim that identifies the strengths and limitations of both, including using words, phrases, or clauses to create cohesion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p>9-10.W.1 Write Multiparagraph Argumentative Composition with Conclusion</p> <p><STUDENT> will write a multi-paragraph composition in support of an argument that introduces claims and addresses at least one opposing claim, with valid reasoning and sufficient evidence for each claim and counterclaim that identifies the strengths and limitations of both, including using words, phrases, or clauses to create cohesion, and provides a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9-10			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grades 9-10, Standard 2	Text Types and Purposes	<p>Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><u>9-10.W.2 Write Informative/Explanatory Paragraphs that Develops a Topic</u></p> <p><STUDENT> will write <#> or more informative/ explanatory paragraphs that introduce a topic clearly, develop the topic and organize well-chosen ideas and information <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.W.2 Write Multiparagraph Informative/Explanatory Composition using Precise Language</u></p> <p><STUDENT> will write a multi-paragraph informative/explanatory composition that introduces a topic or thesis statement clearly, develops the topic and organizes well-chosen ideas and information using precise language, vocabulary, and formal style or objective tone <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.W.2 Write Multiparagraph Informative/Explanatory Composition with Conclusion</u></p> <p><STUDENT> will write a multi-paragraph informative/explanatory composition that introduces a topic or thesis statement clearly, develops the topic and organizes well-chosen ideas and information using precise language, vocabulary, and formal style or objective tone and provides a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grades: 9-10			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grades 9-10, Standard 3	Text Types and Purposes	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>9-10.W.3 Write Multiparagraph Narrative that Provides a Conclusion</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters to create a smooth progression of experiences or events and provides a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.W.3 Write Multiparagraph Narrative with Sequential Events</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters to create a smooth progression of experiences or events and provides a conclusion, and uses a variety of techniques to sequence events so that they build on one another <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>9-10.W.3 Write Multiparagraph Narrative Text using Dialogue, Pacing, Multiple Plot Lines</u></p> <p><STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations by establishing a context and point of view with a narrator and/or characters in which a clear, organized sequence of events unfolds and provides a conclusion and uses narrative techniques such as dialogue, descriptions, pacing, reflection, or multiple plot lines to develop experiences, events, and/or characters <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



GRADES: 6-12 Subject: Writing			
Domain	Strand	Standard #	Associated Goal Stems
Writing Grades 6-12, Standard 4	Production and Distribution of Writing	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.)	<u>6-12.W.4 Writing Organization and Style Appropriate to Task and Audience</u> <STUDENT> will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
GRADES: 7-8 Subject: Writing			
Domain	Strand	Standard #	Associated Goal Stems
Writing Grades 7-8, Standard 5	Production and Distribution of Writing	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	<u>7-8.W.5 Plan, Revise, Edit, Rewrite</u> With some guidance and support from peers and adults, <STUDENT> will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience and purpose have been addressed <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
GRADES: 9-12 Subject: Writing			
Domain	Strand	Standard #	Associated Goal Stems
Writing Grades 9-12, Standard 5	Production and Distribution of Writing	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	<u>9-12.W.5 Use Specific Purpose and Audience to Strengthen Writing</u> With some guidance and support from peers and adults, <STUDENT> will 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.