

Writing (Level 7)**Text Types and Purposes***Student Goal:**What it looks like:*

1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.

- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

Students at Level 7 will understand how to write arguments that accurately support a given claim with relevant evidence and valid reasoning. To do this work, teachers may instruct students to work with a partner, in a small group or within a whole-class setting in order to create a springboard from which students can “bounce ideas” off one another, discuss/debate, and gain further insight into a particular issue from a text or issue surrounding the text.

At this level, students are learning to examine information in order to be able to construct logical arguments using an authoritative, formal „voice“. In order to develop this skill, students can practice writing small, well-supported compositions in which each asserted claim is backed by a sound piece of evidence. Students may benefit from the use of a graphic organizer in which they can shape their thesis followed by their particular claims and corresponding evidence before proceeding to the paper’s full development. Students begin their paper with an introduction and end the paper with a concluding statement. Many students also benefit from a checklist for their writing in order to develop and maintain autonomy over their work.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Students will learn how to understand, organize, and convey complex information in a written composition. To do this work, students need to first acquire a deep and thorough understanding of the material they select and decide on the strongest strategies that clearly and accurately present the information.

To increase understanding, students may:

- seek to define any or all unknown terms,
- create charts and graphs to determine cause/effect relationships between facts,
- make comparisons and contrasts in terms of data, glean note-worthy quotations about the material from experts,
- watch informational videos so as to observe the material “come alive”.

This analysis of information allows students to then translate his or her knowledge of the subject into written format.

Students at Level 7 will write narratives based upon imagined and/or real events. They develop the technique of weaving a piece of their own creation together that adheres to basic narrative structure. Students present a conflict, build the rising action, create a climax, describe the falling action and wrap up the story in the resolution. Students will understand the necessity of momentum in a story -- how a story must move from scene to scene with the aid of transitions. Teachers may reinforce how these actions hold the readers’ attention and clarify the plot. Students may learn how to create a narrator, a protagonist/antagonist, and how to develop peripheral secondary characters using descriptions of both physical and character traits.

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

- 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.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Level-specific expectations for writing types are defined in goals 1–3 above.)

Students will produce writing that is clear and coherent in its development, organization and style. Students must develop the ability to adhere to the specific task, purpose, and audience in their writing, whether the paper is informational, explanatory, or narrative.

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.

Students at Level 7 share their work with each other in order to give and receive feedback during the writing process. Students move from planning to drafting, revising, editing, and rewriting when necessary. The use of peer editing partners/groups enables students to obtain feedback from classmates in order to strengthen their writing skills. Teachers may provide students with a checklist to use when reviewing their peers' papers.

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.

Students can use tools including blogs and wikis, to develop their writing and communicate with students in their classes. Teachers may guide students toward internet tools already available to them which allow students to upload documents and participate in collaborative work groups.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Students at Level 7 will conduct short research projects. To ensure deep understanding of the writing prompt, teachers may first assign students to break down and re-state the prompt in their own words. Students may then brainstorm and compile a list of sources they could use for their project. The teacher should reinforce the idea that a list of sources may change as students' research progresses. This allows students to refocus the intent of the research when appropriate.

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.

Students learn to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task. In conjunction with the reading goals for literature and informational texts, students draw evidence from what they read to support their research. They also learn how to best integrate the information without plagiarizing.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 a. Apply *Level 7 Reading goals* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and

Students practice citing sources and weaving in the information into their own work. Students will also include a *works cited* page detailing all sources used in proper format.

<p>fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>Level 7 Reading goals</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Students at Level 7 are able to draw from texts, either literary or informational to support research, analysis, and reflection. Students are able to compare and contrast literary works that span genres with flexibility and ease and translate their ideas into specified written pieces -- reflective, analytical or both. By the same token, students must be able to evaluate the validity of the key details that support claims within informational pieces.</p>
<p>Range of Writing</p>	
<p>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>	<p>Students at Level 7 engage in numerous writing pieces throughout the year. Students write with a broad range of tasks, purposes, and audiences in mind. In addition, students should produce writing over both extended and shorter time frames.</p>