

Writing (Level 8)**Text Types and Purposes***Student Goal:*

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; 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.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

What it looks like:

Students at Level 8 write arguments that are supported by several pieces of relevant evidence. At this level, students are developing the ability to combine pieces of evidence to demonstrate the validity of their claim. They learn to present their belief to the intended audience by introducing their claim (with alternate and opposing ideas) and ending their piece with a concluding statement or section. They also learn to connect their ideas in a logical way. In order to do so, students will need strategies for finding relevant evidence to defend the judgments and interpretations they make about the texts they read. They will also need to spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year.

Students need to engage in behaviors that lead to the expression of ideas and claims about what they read. This should be practiced both verbally and in writing and in various formats: partner work, small group discussion, debates, etc. Students need a purposeful focus on choice-making throughout English Language Arts. For example, students need to be able to choose words, phrases, and clauses to create *cohesion* among ideas and evidence in their writing. They also need to be able to choose *accurate*, credible sources.

Students at Level 8 also write informative/explanatory and narrative texts. They are developing strategies that focus on how to clearly introduce a topic with a preview of information to follow, and how to create cohesion of relationships among ideas and concepts throughout their writing. Students also need to be able to develop a controlling idea and a coherent focus on a topic. At this level, students are becoming more skilled at selecting and incorporating relevant examples, facts, and details into their writing.

<p>3. 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>	
Production and Distribution of Writing	
<p>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.)</p>	<p>Students at Level 8 write in a manner that demonstrates clarity of thinking and organization. At this level, students are learning to approach a piece by determining the nature of the task, its purpose and intended audience. Students must be able to precisely determine about what it is they are writing. They must also be able to determine the reason for writing. For example, the reason or purpose of the task may be to inform, to persuade, or to describe. Students will also practice developing a writing style. In order to do so, students may imitate the style of a familiar author or genre and in effect, develop/create their own.</p>
<p>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.</p>	<p>Lastly, students learn to activate prior knowledge and recall the various organizational formats in which a text may be presented, in order to support their own writing.</p> <p>They will need to spend significant amounts of time planning, drafting, editing and revising in order to build a clear, coherent composition and become familiar with the overall process of writing.</p>
<p>6. 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>Students at Level 8 need to engage in behaviors that strengthen their writing. They must learn how to accept guidance, support and constructive criticism from both peers and adults when planning, revising, editing or rewriting a composition. For example, students may peer-edit based upon a list of constructive commentary provided by the teacher and be instructed to focus on purpose and audience. With guidance and support, students learn how to provide useful feedback to their peers with the necessary scaffolding from adults. In essence, peers may search for particular elements to comment on within the piece, such as organization and/or clarity.</p> <p>Students at Level 8 use technology as a tool with which to create and share work. At this level, students are developing the ability to search for online articles and electronic journals in order to learn and conduct research on a given topic. Students will learn to gather and sort information from multiple online sources to weave the</p>

	<p>information into their own writing. They will practice giving credit to the authors' ideas by learning how to cite sources accurately and in proper format. This practice will enable students to feel as though their writing is worthy of publication on a literary website or website of their own creation. When publishing their work, students might also link to the cited information allowing readers to gain background as to how the author developed the piece.</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. 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>Students at Level 8 will engage in short research projects to answer a self-selected or teacher-assigned question. Students will search for informational sources in an effort to answer their question. The information they gather should inspire an array of (or further) questions surrounding the main one. This will prompt students to continue their quest for answers/information, and provide a focus for their research.</p>
<p>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.</p>	<p>Students at Level 8 gather information from a variety of sources in both print (reference texts) and digital (online websites) formats. Students are developing the ability to search for sources quickly and effectively, using an appropriate term(s) to guide them toward the information they seek. They also learn how to verify the information provided by the source in order to determine its validity and accuracy. For example, students may do this work by comparing 2-3 historical accounts and distinguishing the facts that remain consistent from those that do not. Students need instruction on when to discredit websites that do not seem reliable. Students at Level 8 must learn to incorporate information from a source and weave it into their own writing, citing properly and in correct format to avoid plagiarism. In essence, the students' writing and the incorporated information should flow, allowing readers to see how one connects to the other.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>Level 8 Reading goals</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>Level 8 Reading goals</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Students at Level 8 need to be able to draw evidence from literary or informational texts to support their writing. They will develop the ability to break- apart and reflect upon textual evidence.</p> <p>The thoughts and reflections derived from the text's evidence may spark a students' interest springboard from which they may conduct research. Conducting research enables students to expand their thinking and grow their ideas. Teachers may refer to the reading goals for literature and literary non-fiction for tasks already familiar to students.</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 8 need to write widely and often. They may spend a day or two on a specific writing task or devote several weeks to a more complex writing assignment. For example, students may be given a writing assignment to better understand the concept of 'audience'. Students may be asked to write a composition addressing a particular audience on day one. On day two, they may be asked to write the same composition but to address an entirely different audience. They may also spend several weeks on a more complex writing assignment that spans the collection of data, reflection upon new material, writing, and revising.</p> <p>A teacher may give students a week to conduct research, another week to write, and the final week, to spend revising. Being exposed to shorter, task-driven writing assignments in conjunction with longer, more complex assignments on a routine basis will develop students' writing abilities.</p>