

**Writing (Level 9)****Text Types and Purposes***Student Goal:*

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied 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 must be able to construct a particular claim based on an issue within a text, consider all counterclaims, and then search for textual evidence to support the claims in a persuasive manner. Work like this may include the student examining a literary text or closely reading articles/ journals and other sources he or she identifies as legitimate or not, depending on the assignment. Once students have established a strong foundation in the defining features of editorials, including controversial topics, structures, and word choice, they are then prepared to create their own editorials. Instruction may focus on how to recognize and *use* evidence from the text in order to prove a given claim, in a 'voice' that is both authoritative and rational. In effect, students will then, in proper order, logically tie all claims/counterclaims, evidence, and closing remarks together to produce a well-supported argument.

Students at Level 9 are expected to focus their writing on thoroughly describing or explaining a topic. To master this, students may choose to examine informative/explanatory texts such as content textbooks, articles, and descriptive guides. Once students are able to identify the defining elements of this specific writing genre, such as the diverse types of information and how each can be organized, they are ready to apply the knowledge they gained as a reader, and approach the same information as a writer. Teachers may choose to create cross-curricular links by encouraging students to explore topics from their content area classes. Instruction may focus on how to choose a text structure, how to create language that is appropriate to one's audience, and how to assume a formal tone.

Students are expected to apply the narrative plot structure to a real or imagined story. Students' writing should demonstrate their ability to create a context or setting for the story, naturally develop characters throughout the story, and apply writing techniques to interest their readers. Work like this might include students developing a personal narrative focused around a significant moment in their life. As students build their story, they may choose to use a variety of brainstorming maps, such as character maps and plot maps, to ensure their writing is well-organized. Instruction may focus on how to reveal character traits, how to create suspense or conflict, and how to weave in reflection that links back to the central meaning or theme.

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

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.

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

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.

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

e. Provide a conclusion that follows from and reflects on 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.)

To demonstrate understanding, students may first practice identifying defining characteristics of argumentative, informative/evaluative, and narrative writing. Students may benefit from anchor charts that serve as reminders for each genre. As students approach these categories of writing, they may receive additional instruction on how to effectively approach their specific task, purpose, and audience. Instruction may focus on choosing a text structure or format, using language that is precise and powerful, and creating a tone that is appropriate for one’s audience.

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.

Through a variety of groupings, students will understand how the writing process can be applied in order to craft a well-written piece that is suited for purpose and audience. Work like this may include small-group instruction on generating ideas, whole-class mini-lessons on drafting techniques, one-on-one revision conferences, and partner or self-editing checklists. With each step, students may be encouraged to view their writing from the vantage point of their audience in order to determine the effectiveness of their words, organization, etc.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Students should demonstrate their ability to use technological resources to enhance the overall quality, production, and publication of their writing. To achieve this, students may use technology to broaden their research base, give and receive feedback, and seek out authentic publishing opportunities. For instance, students may use wiki pages as virtual conferencing tools to provide feedback and support as writers. In addition, students may use technology to explore online publishing opportunities, such as slideshow sharing, book-making, and virtual journal submissions.

### Research to Build and Present Knowledge

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| <p>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.</p>  | <p>Students will explore inquiry topics through short research products. This work may begin with student-generated questions focused around areas of interest or content studies. Students may need guidance on determining which questions require researching and synthesizing information from several sources. Instruction may include developing research questions, determining key words or topics for each question, conducting research, and synthesizing multiple sources of information.</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 must be able to correctly incorporate information from a variety of credible and reliable sources when writing. To achieve this, students may be exposed to a range of sources in order to analyze the quality of information presented. Lessons for this goal may revolve around recognizing bias and the importance of fact checking through consulting multiple sources. When incorporating this information into their own writing, students should practice with standard citations and proper paraphrasing.</p>   |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br/>a. Apply <i>Level 9 Reading goals</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).<br/>b. Apply <i>Level 9 Reading goals</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> | <p>Students will use their understandings from literary and literary nonfiction texts to support their writing. For a literary text, students may reference patterns of events, conflicts, or character types as evidence of their analysis and determination of theme(s) presented. When writing about literary nonfiction texts, students may cite claims, facts, and evidence outlined in the text. To master this goal, students will need to evaluate their evidence based on the strength of its connection to the text’s overall theme or central idea. Instruction may involve modeling of the thought process writers undergo as they work to support and elaborate upon their ideas through textual evidence.</p> |

### Range of Writing

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| <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>To become skilled writers, students must practice writing in a myriad of situations. Writing assignments should be woven naturally and routinely into instructional lessons. Writing opportunities may include warm-up assignments that activate prior knowledge, longer writing assignments that involve the writing process, and reflections that serve as both checks for introspection and understanding.</p> |
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