

**WRITING Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	<p>W.9-10.1.a-e 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 counter claims 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>
<b>Essential Elements</b>	<p>EE.W.9-10.1.a-e Write claims about topics or texts.</p> <p>a. Introduce a topic or text and write one claim and one counter claim about it.</p> <p>b. Not applicable</p> <p>c. Not applicable</p> <p>d. Not applicable</p> <p>e. Not applicable</p>
<p><b>I Can Learn Level 4</b></p> <p><b>I Can Learn Level 3</b></p> <p><b>I Can Learn Level 2</b></p> <p><b>I Can Learn Level 1</b></p>	<p>4. I can write one claim and one counter claim about a topic.</p> <p>3. I can choose one claim and one counter claim from a list of choices about a topic.</p> <p>2. I can choose one claim or one counter claim from a list of choices about a topic.</p> <p>1. I can participate in a group to select a claim or counter claim from a list of choices about a topic.</p>

**WRITING Anchor Standard 2:** Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	<p>W.9-10.2.a-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; 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.</p>
<b>Essential Elements</b>	<p>EE.W.9-10.2.a-f Write to share information supported by details.</p> <p>a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.</p>
<p><b>I Can Learn Level 4</b></p> <p><b>I Can Learn Level 3</b></p> <p><b>I Can Learn Level 2</b></p> <p><b>I Can Learn Level 1</b></p>	<p>4. I can introduce a topic clearly and use a clear organization to write about it using visual, tactual, or multimedia on my own.</p> <p>3. I can introduce a topic clearly and use organization to write about it using visual, tactual, or multimedia on my own.</p> <p>2. I can organize information about a given topic about it using visual, tactual, or multimedia.</p> <p>1. I can participate in shared writing to organize information about a given topic about it using visual, tactual, or multimedia.</p>

<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.9-10.2.b-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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.
<b>Essential Elements</b>	EE.W.9-10.2.b-f Write to share information supported by details. b. Develop the topic with facts or details.
<b>I Can Learn Level 4</b>	4. I can develop a topic with facts and details.
<b>I Can Learn Level 3</b>	3. I can develop a topic with facts or details.
<b>I Can Learn Level 2</b>	2. I can select facts or details related to the topic.
<b>I Can Learn Level 1</b>	1. I can identify objects, artifacts or other information related to the topic.
<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.9-10.2.c-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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.
<b>Essential Elements</b>	EE.W.9-10.2.c-f Write to share information supported by details. c. Use complete, simple sentences as appropriate.
<b>I Can Learn Level 4</b>	4. I can write 5 or more complete sentences.
<b>I Can Learn Level 3</b>	3. I can write 4 complete sentences.
<b>I Can Learn Level 2</b>	2. I can write 3 complete sentences.
<b>I Can Learn Level 1</b>	1. I can construct a complete sentence.
<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.9-10.2.d-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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.
<b>Essential Elements</b>	EE.W.9-10.2.d-f Write to share information supported by details. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable
<b>I Can Learn Level 4</b>	4. I can use domain specific vocabulary to write 3 or more claims about a topic.
<b>I Can Learn Level 3</b>	3. I can use domain specific vocabulary to write 2 claims about a topic.
<b>I Can Learn Level 2</b>	2. I can use domain specific vocabulary from a word bank to write a claim about a topic.
<b>I Can Learn Level 1</b>	1. I can participate in a shared writing activity to write a claim using domain specific vocabulary.
<b>Text Type and Purposes</b>	
<b>Core Cluster</b>	W.9-10.2.f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented e.g., articulating implications or the significance.
<b>Essential Elements</b>	EE.W.9-10.2.f Write to share information supported by details. f. Providing a closing or concluding statement.
<b>I Can Learn Level 4</b>	4. I can write a closing or concluding statement about my topic.
<b>I Can Learn Level 3</b>	3. I can write a closing or concluding statement.
<b>I Can Learn Level 2</b>	2. I can choose a closing or concluding statement.
<b>I Can Learn Level 1</b>	1. I can participate in a group activity to choose a closing or concluding statement.

**WRITING Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	W.9-10.3.a-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<b>Essential Elements</b>	EE.W.9-10.3.a-e Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can write a narrative that includes multiple characters, supporting details, and sequenced events. 3. I can write a narrative that includes one character, supporting details, and sequenced events. 2. I can write a narrative that includes at least one character or event. 1. I can write a narrative that includes one character or event.
<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	W.9-10.3.c-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>Essential Elements</b>	EE.W.9-10.3.c-e Write about events or personal experiences. c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can write about 4 or more events in a narrative using temporal words to signal order. 3. I can write about 3 events in a narrative using temporal words to signal order. 2. I can write about 2 events in a narrative using temporal words to signal order. 1. I can participate in a shared writing activity to sequence events.
<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	W.9-10.3.d-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>Essential Elements</b>	EE.W.9-10.3.d-e Write about events or personal experiences. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can write 4 or more sentences using descriptive words phrases to convey a vivid picture. 3. I can write 3 sentences using descriptive words phrases to convey a vivid picture. 2. I can use a word bank to write a descriptive sentence to convey a vivid picture. 1. I can participate in a shared activity to write descriptive sentences to convey a vivid picture.

<b>Text Types and Purposes</b>	
<b>Core Cluster</b>	W.9-10.3.e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>Essential Elements</b>	EE.W.9-10.3.e Write about events or personal experiences. e. Provide a closing.
<b>I Can Learn Level 4</b>	4. I can write a closing statement related to my paragraph.
<b>I Can Learn Level 3</b>	3. I can write a closing sentence related to my paragraph.
<b>I Can Learn Level 2</b>	2. I choose a closing sentence.
<b>I Can Learn Level 1</b>	1. I can participate in a group activity to choose a closing sentence.

**WRITING Anchor Standard 4:** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	W.9-10.4 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.)
<b>Essential Elements</b>	EE.W.9-10.4 Produce writing that is appropriate for the task, purpose, and audience.
<b>I Can Learn Level 4</b>	4. I can write a piece that is appropriate for the task, purpose, and audience.
<b>I Can Learn Level 3</b>	3. I can write a piece that is appropriate for the task, purpose, or audience.
<b>I Can Learn Level 2</b>	2. I can write a piece from a template that is appropriate for a variety of purposes.
<b>I Can Learn Level 1</b>	1. I can participate in a shared writing activity that is appropriate for a variety of purposes.

**WRITING Anchor Standard 5:** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	W.9-10.5 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.
<b>Essential Elements</b>	EE.W.9-10.5 Develop writing by planning and revising own writing.
<b>I Can Learn Level 4</b>	4. I can develop writing by planning and revising my own writing.
<b>I Can Learn Level 3</b>	3. I can use a rubric to develop, plan, and revise my own writing.
<b>I Can Learn Level 2</b>	2. I can brainstorm to develop, plan, and revise my own writing.
<b>I Can Learn Level 1</b>	1. I can participate in a shared writing activity to develop, plan, and revise writing.

**WRITING Anchor Standard 6:** *Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.*

<b>Production and Distribution of Writing</b>	
<b>Core Cluster</b>	W.9-10.6 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.
<b>Essential Elements</b>	EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
<b>I Can Learn Level 4</b>	4. I can use technology and the internet to produce, publish, and revise writing with a partner.
<b>I Can Learn Level 3</b>	3. I can use technology and the internet to produce, publish, and revise writing while working in a group.
<b>I Can Learn Level 2</b>	2. I can use the internet to produce, publish, and revise writing in a group.
<b>I Can Learn Level 1</b>	1. I can use technology to produce, publish, and revise writing in a group.

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

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.9-10.7 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.
<b>Essential Elements</b>	EE.W.9-10.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can conduct a research project using three or more sources to answer a question posed by self and others. 3. I can conduct a research project using two or more sources to answer a question posed by self and others. 2. I can conduct a research project using a source to answer a question posed by self and others. 1. I can participate with a group using multiple sources to answer a research question posed by self and others.

**WRITING Anchor Standard 8:** *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.9-10.8 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.
<b>Essential Elements</b>	EE.W.9-10.8 Write answers to research questions by selecting relevant information from multiple resources.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can write answers to research questions by using relevant information from 3 or more sources. 3. I can write answers to research questions by using relevant information from 2 or more sources. 2. I can write answers to research questions by using relevant information from 2 given sources. 1. I can select answers from a given source to answer a research question.

**WRITING Anchor Standard 9:** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.9-10.9.a-b Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grades 9–10 Reading Standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]”).
<b>Essential Elements</b>	EE.W.9-10.9a-b Use information from literary and informational text to support writing. a. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can write about when an author references another text. 3. I can identify when an author has references another text. 2. I can choose the reference that was made when given two choices. 1. I can participate in finding a reference from a text.

<b>Research to Build and Present Knowledge</b>	
<b>Core Cluster</b>	W.9-10.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply Grades 9–10 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
<b>Essential Elements</b>	EE.W.9-10.9.b Use information from literary and informational text to support writing. b. Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”).
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can produce and support a claim and argument using relevant evidence. 3. I can choose a claim and argument from a text and support it with relevant evidence. 2. I can identify relevant evidence to support a claim or argument. 1. I can communicate evidence to support a claim or argument.

**WRITING Anchor 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 tasks, purposes, and audiences.*

<b>Range of Writing</b>	
<b>Core Cluster</b>	W.9-10.10 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 tasks, purposes, and audiences.
<b>Essential Elements</b>	EE.W.9-10.10 Write routinely over time for a range of tasks, purposes, and audiences.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can write routinely with details for a range of tasks, purposes, and audiences. 3. I can write routinely for a range of tasks, purposes, and audiences. 2. I can write routinely for a range of tasks, purposes, and audiences using graphic organizers. 1. I can communicate routinely for a range of tasks, purposes, and audiences.