STRAND 1: <u>Reading & Writing: Habits and Dispositions (HD)</u>: Reading and writing habits and dispositions affect enjoyment, motivation, confidence, and greater independence when developing and applying literacy skills. (See note on page 11 regarding general order of progress indicators.)

(K-4) Elementary School Learning Targets		(5-8) Middle School Learning Targets		(9-12) High School Learning Targets
E.HD *Use self-selected print and non-print texts and self-monitoring strategies and tools to:* • *Comprehend texts and enjoy reading;* • *Explore and improve written and oral communication.*		***M.HD*** *Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to:* • *Comprehend, sustain, and enjoy reading;* • *Improve and expand written and oral communication.*		***H.HD*** *Use self-selected print/non-print texts and self-monitoring strategies and tools to:* • *Expand personal and academic knowledge;* • *Reflect on perspectives of self, others, and the world through oral and written communication.*
Grades K-2	**Grades 3-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Demonstrate increasing confidence, engagement, and independence by… **E.HD.a** recognizing that reading should "make sense" and that writing "carries a message" **K.SL-2** **E.HD.b** enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author) **E.HD.c** engaging in shared and independent /self-initiated reading and writing activities **K.SL-1, 2; and 1.SL-1, 2; 2.SL-1, 2** **E.HD.d** discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others **K.RL-2, 10; K.RI-2, 10** **1.SL-2** **2.SL-2** **E.HD.e** practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) **K.SL-2;** **1.RF-4c; 1.RL-1; 1.RI-1** **2.RF-4c; 2.RL-1; 2.RI-1** **E.HD.f** explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked **E.HD.g** using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked **K.W-5** **1.W-5** **2.W-5**	**Demonstrate increasing confidence, engagement, and independence by**… **E.HD.h** self-selecting texts at own reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry) **E.HD.i** contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections) **3.SL-1c, 1d** **4.SL-1c, 1d** **E.HD.j** using self-monitoring talk (*"I think…", "This reminds me of…, This was about…"*) and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension **3.RF-4c** **4.RF-4c** **E.HD.k** deepening exposure to favorite authors/topics/genres and explaining or supporting preferences **E.HD.l** self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-on-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing) **3.W-5** **4.W-5** **E.HD.m** setting personal reading/ writing goals based on feedback and taking steps to meet goals	**Demonstrate increasing confidence, engagement, and independence by**… **M.HD.a** varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts) **5.W-10** **6.W-10** **M.HD.b** self-monitoring and deepening comprehension with metacognitive self-talk (*"I wonder…", "Now I know… so I think this means that…"*), including identifying conflicting information from different sources **M.HD.c** flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks **5.RF-4c** **M.HD.d** flexibly making editing and revision choices and sustaining effort to fit composition needs/purposes **5.W-5** **6.W-5** **M.HD.e** actively contributing and supporting relevant individual perspectives in book or writing discussions **5.SL-1c, 1d** **6.SL-1c, 1d** **M.HD.f** setting personal literacy goals, identifying strategies, and monitoring progress to improve reading or writing/communication skills	**Demonstrate increasing confidence, engagement, and independence by**… **M.HD.g** expanding options for reading for pleasure and for academic learning to include new genres, topics, and sources (e.g., newspapers, online/digital media, magazines, historical, scientific, or technical texts) **8.W-7** **M.HD.h** developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons) **7.SL-2, 3** **8.SL-2 , 3** **M.HD.i** sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or refine final products **7.W-5** **8.W-5** **M.HD.j** using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence) **7.SL-1d** **8.SL-1d**	**Demonstrate increasing confidence, engagement, and independence by**… **H.HD.a** reading a variety of grade level texts to accomplish academic and personal goals **H.HD.b** reflecting on how reading or writing/ communication impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility) **9-10.SL-1c, 1d, 3** **11-12.SL-1c, 1d, 3** **H.HD.c** identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages **9-10.SL-2** **11-12.SL-2** **H.HD.d** tracking personal reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing) **9-10.W-5** **11-12.W-5** **H.HD.e** independently reading challenging texts/material (e.g., for pleasure, for information to solve problems, to expand personal knowledge) **9-10.W-7** **11-12.W-7** **H.HD.f** interpreting requirements, planning, and persevering through complex/extended literacy tasks **H.HD.g** identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism) **H.HD.h** pursuing interactions/discourse with a widening community of readers and writers **9-10.SL-1b, 1c, 1d, 3** **11-12.SL-1b, 1c, 1d, 3**

STRAND 2: Reading at the Word Level (RWL): Reading is flexibly using a variety of strategies to make meaning – literal and interpretative - at the word/phrase level.

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.RWL *Read and comprehend words with accuracy and fluency:* • *Read high frequency and grade-level words;* • *Apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text;* • *Distinguish between literal and interpretive meanings.*	***M.RWL*** *Read texts of increasing complexity with accuracy, fluency, and comprehension:* • *Apply knowledge of word structure, context, and use of reference materials to interpret intended word meanings and purpose;* • *Expand use of vocabulary (connotation and denotation) to literacy tasks across content areas, text formats, and genres.*	***H.RWL*** *Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension:* • *Apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s);* • *Expand conceptual understanding and breadth of vocabulary to multiple contexts (literary, historical, technical, political, cultural, social, etc.).*

Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
Demonstrate word analysis and word solving strategies… **E.RWL.a** acquiring understanding of new words from shared literacy activities K.L-4a, 5; K.RL-4; K.RI-4; K.SL-4 1.L-5; 1.SL-3; 1.RI-4 2.L-5 **E.RWL.b** recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds) K.RF-2 1.RF-2 **E.RWL.c** applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text) K.RF-3a, 3b; K.L-4 1.RF-3a-3f; 1.L-4b, 4c 2.RF-3a-3e; 2.L-4b, 4c, 4d **E.RWL.d** reading grade-appropriate words with automaticity and fluency, including irregularly spelled words K.RF-3c, 3d; K.RF-4 1.RF.3g; 1.RF.4a, 4b 2.RF.3f ; 2.RF.4a, 4b **E.RWL.e** determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary) K.L-4a, 5; K.RL-4 1.RF-4c; 1.L-4a, 5 2.RF-4c; 2.L-4a, 4e, 5 **E.RWL.f** using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed K.L-6; and 1.L-6 ; and 2.L-6	**Demonstrate word analysis and word solving strategies** … **E.RWL.g** applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning 3.RF-3a, 3b, 3c; 3.L-4b, 4c 4.RF-3 **E.RWL.h** reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words 3.RF-3d; 3.RF.4a, 4b 4.RF-4a, 4b **E.RWL.i** determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary) 3.RF.4c; 3.L.4a, 4d, 5c 4.RF-4c; 4.L.4, 5c **E.RWL.j** integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed 3.L-5b, 6; 3. RI-4 4.L-6 ; 4.RI-4 **E.RWL.k** distinguishing literal from figurative meanings of words and phrases used in different contexts 3.LS.5a; 3.RL-4; 3.RI-4 4.L.5a, 5b; 4.RL-4; 4.RI-4	**Demonstrate word analysis and word solving strategies** … **M.RWL.a** determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words 5.RF-4c; 5.L-4a; 5.RL-4; 5.RI-4 6.L-4a, 4d, 5b, 5c; 6.RL-4; 6.RI-4 **M.RWL.b** analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context 5.RF-3, 4c; 5.L-4a, 4b 6.L-4b **M.RWL.c** integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking 5.RF-4a; 5.L-6; 5.RI-4 6.L-6; 6.RI-4 **M.RWL.d** accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary 5.L-4c 6.L-4c **M.RWL.e** identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor) 5.L-5a, 5b; 5.RL-4 6.L-5a; 6.RL-4; 6.RI-4	**Demonstrate word analysis and word solving strategies** … **M.RWL.f** using connotations and denotations of words to extend and deepen definitional understanding 7.L-4a, 5c; 7.RL-4; 7.RI-4 8.L-4a, 5c; 8.RL-4; 8.RI-4 **M.RWL.g** making conceptual connections between known and unknown words, using word structure, word relationships, or context 7.L-4a, 4b, 4d, 5b 8.L-4a, 4b, 4d, 5b **M.RWL.h** using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical) 7.L-4c; 7.RL-4 8.L-4c; 8.RL-4 **M.RWL.i** integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking 7.L-6; 7.RI-4 8.L-6; 8.RI-4 **M.RWL.j** utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary 7.L-4c 8.L-4c **M.RWL.k** interpreting use of words/ phrasing (e.g., figurative, symbolic, sensory) 7. L-5a; 7.RL-4; 7.RI-4 8. L-5a; 8.RL-4; 8.RI-4 **M.RWL.l** analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?) 7.RL-4; 7.RI-4 and 8.RL-4; 8.RI-4	**Demonstrate word analysis and word solving strategies**… **H.RWL.a** utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking 9-10.L-4c, 4d 11-12.L-4c, 4d **H.RWL.b** demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking 9-10.L-4a, 4b, 6; 9-10.RI-4 11-12.L-4a, 4b, 6; 11-12.RI-4 **H.RWL.c** making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical) 9-10.L-4a, 4b, 4d, 5b; 9-10.RL-4; 9-10.RI-4 11-12.L-4a, 4b, 4d, 5b; 11-12.RL-4; 11-12.RI-4 **H.RWL.d** interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts 9-10.L-5a; 9-10.RL-4; 9-10.RI-4 11-12.L-5a; 11-12.RL-4; 11-12.RI-4 **H.RWL.e** analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing) 9-10.L-3, 5a; 9-10.RL-4; 9-10.RI-4 11-12.L-3, 5a; 11-12.RL-4; 11-12.RI-4

STRAND 3: Reading Literature (RL): Reading is making meaning at the text level and understanding the unique genre features, structures, and purposes of literary texts.

(K-4) Elementary School Learning Targets		(5-8) Middle School Learning Targets		(9-12) High School Learning Targets
E.RL *Recognize and use knowledge of text structures (e.g., chronology, description), literary devices and techniques (e.g., dialogue, elaboration, narrator point of view), and genre-specific features to read and comprehend literary texts.*		***M.RL*** *Identify and interpret use of text structures, genre-specific features, and literary devices and techniques (e.g., narrative hook, pacing, back-story) to comprehend and analyze a range of literary texts.*		***H.RL*** *Analyze the use of text structures, literary devices, and techniques, complex plotlines and subtexts, and universal themes to comprehend and critique increasingly more diverse texts and formats.*
Grades K-2	**Grades 3-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Comprehend literary texts by…	**Comprehend literary texts by…**	**Comprehend literary texts by…**	**Comprehend literary texts by…**	**Comprehend literary texts by…**
E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed E.RL.b demonstrating basic concepts of print (e.g., follows words/ pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences) K.RF-1; and 1.RF-1 E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations; connects word meanings) K.RL-2, 6, 7; K.L-5 1.RL-1, 7; 1.L-5 2.RL-5; 2.L-5 E.RL.d identifying main characters, key events, a problem, or solution when prompted K.RL-1, 2, 3; K.SL-2 1.RL-1, 3, 7; 1.SL-2 2.RL-1, 3, 7; 2.SL-2 E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories K.RL-2 1.RL-2 2.RL-2, 3, 7 E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson) K.RL-7 1.RL-2, 6, 7 2.RL-2, 3, 6, 7 E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or authors' styles K.RL-5, 9 1.RL-5, 7, 9 2.RL-6, 7, 9	E.RL.h describing relationships among characters, setting, key events, and conflicts 3.RL-1, 3; 3.SL-2 4.RL-1, 3; 4.SL-2 E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions 3.RL-2, 3, 6, 7; 3.SL-2 4.RL.1, 2, 3; 4.SL-2 E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective 3.RL-5, 9 4.RL-5, 6 E.RL.k identifying central ideas and key details to derive author's purpose, message or theme 3.RL- 2 4.RL-1, 2 E.RL.l using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions) 3.RL-3, 7 4.RL-3 E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts 3.RL-4, 6, 7, 9 4.RL-4, 6, 7, 9	M.RL.a flexibly using strategies to derive meaning from a variety of texts 5.RF-4c; 5.RL-4; 5.L-4, 5a, 5c 6.RL-4; 6.L-4, 5 M.RL.b using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view) 5.RL-1, 6 6.RL-1, 3, 6 M.RL.c summarizing and interpreting purpose or central ideas to derive a theme 5.RL.2 6.RL-2 M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across texts 5.RL-3, 9 M.RL.e analyzing texts according to text structure, genre features, or author's style 5.RL-5, 6, 7, 9 6.RL-5, 9 M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation 5.RL-6 6.RL-6 M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across texts 5.RL-4, 6, 7, 9; L-4, 5a 6.RL-4, 6, 7, 9; 6.L-5a	M.RL.h flexibly using strategies to derive meaning from a variety of texts and mediums 7.RL-4; 7.L-4, 5a, 5c 8.RL-4; 8.L-4, 5a, 5c M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) 7.RL-1, 2 8.RL-1, 2 M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme 7.RL-2, 3 8.RL-2, 3 M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning 7.RL-3, 4 8.RL-3, 4 M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone 7.RL-5, 7, 8 8.RL-5, 7, 8 M.RL.m evaluating and responding to a range of literature using given criteria 7.RL-6, 7, 9; 7.L-5a 8.RL-6, 7, 9; 8.L-5a	H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums 9-10.RL-4; 9-10.L-4, 5 11-12.RL-4; 11-12.L-4, 5 H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) 9-10.RL-1, 2 11-12.RL-1, 2 H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes 9-10.RL-2, 3 11-12.RL-2, 3 H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony, understatement) advance the plot or affect the tone or pacing of the work 9-10.RL-3, 4, 5; 9-10.L- 5a 11-12.RL-3, 4, 5, 6; 11-12.L-5a H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria 9-10.RL-2, 6, 7 11-12.RL-2, 7 H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place) 9-10.RL-6, 7, 9 11-12.RL-2, 6, 7, 9

STRAND 4: Reading Informational Texts (RI): Reading is making meaning at the text level and understanding the unique genre features, text structures, and purposes of print and non-print informational texts.

(K-4) Elementary School Learning Targets		(5-8) Middle School Learning Targets		(9-12) High School Learning Targets
E.RI *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare-contrast, cause-effect) and genre-specific features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, point of view, and supporting details.*		***M.RI*** *Use content knowledge, knowledge of expository text structures (e.g., compare-contrast, cause-effect, proposition-support, critique), and genre-specific features, to read, comprehend, and analyze a range of informational texts, including textbooks and on-line texts: Explain, compare, and analyze concepts, events, central ideas, point of view, relevant details.*		***H.RI*** *Integrate content and background knowledge to evaluate and extend understanding and analyze and evaluate central ideas, concepts, and diverse perspectives presented in multiple sources, including textbooks, on-line texts, and technical and primary source documents.*
Grades K-2	**Grades 3-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Comprehend informational texts… **E.RI.a** offering a basic emotional response to informational texts read, texts read aloud, or texts viewed **E.RI.b** demonstrating basic concepts of print (e.g., follows words/ pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts) **K.RF-1; and 1.RF-1** **E.RI.c** recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information) **K.RI-2, 7** **1.RI-2, 7** **E.RI.d** approaching informational texts with a question to answer; identifying key details and main topic **K.RI-1, 2; K.SL-2** **1.RI-1, 2; 1.SL-2** **2.RI-1, 2; 2.SL-2** **E.RI.e** locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary) **K.RI-5; K.SL-2** **1.RI-5, 6, 7; 1.SL-2** **2.RI-5, 7; 2.SL-2** **E.RI.f** making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships) **K.RI-3, 7; K.L-5** **1.RI-3, 6; 1.L-5** **2.RI-3, 9; 2.L-5** **E.RI.1g** exploring the differences among texts and recognizing author's purpose: texts to "teach" us about… **K.RI- 8, 9; and 1.RI-8, 9; and 2.RI-6, 8**	**Comprehend informational texts…** **E.RI.h** locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding **3.RI-1, 5, 7** **4.RI-1, 7** **E.RI.i** identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information **3.RI-1, 2; 3.SL-2** **4.RI-1, 2, 3; 4.SL-2** **E.RI.j** attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare-contrast, cause-effect) **3.RI-3, 7, 8** **4.RI-5, 7** **E.RI.k** using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts **3.RI-2, 6, 9; 3.SL-2, 3** **4.RI-2, 3, 6, 8; 4.SL-2, 3** **E.RI.l** using evidence to show how graphics/ visuals support central ideas **3.RI-5, 7** **4.RI-7** **E.RI.m** using a variety of sources to research a topic; determining relevance of information; making connections within or across texts **3.RI-2, 5, 9; 3.SL-2** **4.RI-2, 9; 4.SL-2** **E.RI.n** analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning **3.RI-2, 8; and 4.RI-2, 8; 4.SL-3**	**Comprehend informational texts** **M.RI.a** flexibly using strategies to derive meaning from a variety of print/non-print texts **5.RF-4c; 5.RI-4; 5.L-4, 5a; 5.SL-2** **6.RI-4; 6.L-4, 5a; 6.SL-2** **M.RI.b** using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information **5.RI-5, 7** **6.RI-7** **M.RI.c** using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details **5.RI-1, 2; 5.SL-2** **6.RI-1, 2; 6.SL-2** **M.RI.d** using supporting evidence to draw inferences or compare content presented within or across texts **5.RI-1, 3, 6, 7** **6.RI-1, 9** **M.RI.e** identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader **5.RI-6, 8; 5.SL-3** **6.RI-6; 6.SL-3** **M.RI.f** determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic **5.RI-9** **6.RI-7, 9** **M.RI.g** analyzing how an author develops ideas and supports a thesis or reasoning **5.RI-8; 5.SL-3; & 6.RI-3,5,8; 6.SL-3**	**Comprehend informational texts…** **M.RI.h** flexibly using strategies to derive meaning from a variety of print/non-print texts **7.RI-4; 7.L-4, 5a; 7.SL-2** **8.RI-4; 8.L-4, 5a; 8.SL-2** **M.RI.i** utilizing knowledge of text structures and genre features to locate, organize, or analyze important information **7.RI-5** **8.RI-5** **M.RI.j** using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas) **7.RI-1, 2, 3, 9** **8.RI-1, 2, 3, 9** **M.RI.k** analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole **7.RI-2, 5, 6, 8** **8.RI-2, 5, 6, 8** **M.RI.l** comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic /subject, and resolving conflicting information **7.RI-7, 9** **8.RI-9**	**Comprehend informational texts …** **H.RI.a** flexibly using strategies to derive meaning from a variety of print/non-print texts **9-10.RI-4; 9-10.L-4, 5a; 9-10.SL-2** **11-12.RI-4; 11-12.L-4, 5a; 11-12.SL-2** **H.RI.b** using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored) **9-10.RI-1, 2, 3** **11-12.RI-1, 2, 3** **H.RI.c** analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view **9-10.RI-3, 5, 6; 9-10.SL-3** **11-12.RI-3, 5, 6; 11-12.SL-3** **H.RI.d** describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information) **9-10.RI- 6, 8, 9** **11-12.RI-6, 8, 9** **H.RI.e** synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message) **9-10.RI- 7, 9** **11-12.RI-7, 9** **H.RI.f** evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats) **9-10.RI- 8, 9; 9-10.SL-3** **11-12.RI- 8, 9; 11-12.SL-3**

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STRAND 5: Writing Literary Texts/ Communicating Ideas and Experiences (WL)- Different genres of literary writing are appropriate for different purposes and require use of specific features, structures, and techniques to produce a coherent unit of thought that engages the intended audience.

(K-4) Elementary School Learning Targets		(5-8) Middle School Learning Targets		(9-12) High School Learning Targets
E.WL *Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.*		***M.WL*** *Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).*		***H.WL*** *Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts, or experiences for authentic and varied audiences.*
Grades K-2	**Grades 3-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Use a process approach to compose literary texts … **E.WLa** generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (event, photo, text, daily writing log, etc.) **K.W-3, 7, 8; K.SL-4, 5; K.L-6; RL-2** **1.W-7, 8; 1.SL-1b, 2, 4, 5; 1.L-6** **2.W-7, 8; 2.SL-2, 4; 2.L-6** **E.WLb** conveying meaning with illustrations/dictation to describe event, personal/imagined experience **K.W-3; K.SL-4, 5** **1.SL- 4, 5; and 2.SL-4** **E.WLc** telling a story/event using drawings with details, written words (nouns, names), & simple sentences; 'reading back' what they have written **K.W-3; K.SL-4, 5, 6; K.L-1f, 2, 6** **1.W-3; 1.SL-4, 5, 6; 1.L-1j, 2, 6** **2.W-3; 2.SL-4, 6; 2.L-1f, 2, 3, 6** **E.WLd** logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation **K.W-3; K.SL-4, 5; K.L-1f, 2, 6** **1.W-3; 1.SL-4, 5, 6; 1.L-1j, 2, 6** **2.W-3; 2.SL-2, 4, 6; 2.L-1f, 2, 3, 6** **E.WLe** writing about in a situation; describing characters by what they do, say, and think and what others say about them **K.W-3, 5 and 1.W-3, 5 and 2.W-3, 5** **E.WLf** organizing texts with title and focus (introduce who, what, why) & connecting problem-solution **K.W-3, 5 and 1.W-3, 5 and 2.W-3, 5** **E.WL.g** with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics **K.W-3, 5 (details); K.SL-4, 5; K.L-2** **1.W-3, 5 (details); 1.SL-5; 1.L-2** **2.W-3, 5 (revise /edit); 2.L-1, 2, 3**	**Use a process approach to compose literary texts …** **E.WL.h** generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions) **3.W-5; 3.SL-1d, 3; 3.L-3, 6** **4.W-5, 9; 4.SL-1d, 3; 4.L-3, 6** **E.WL.i** using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution) **3.W-3a, 8; 3.RL-2, 3** **4.W-3a, 8; 4.RL-1, 2, 3** **E.WL.j** writing an introduction of several sentences/lines that sets the context/ situation & 'hooks' readers (e.g., lead with action, dialogue) **3.W-3a; 3.L-1i and 4.W-3a; 4.L-1f** **E.WL.k** taking and sustaining a point of view as storyteller (narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description **3.W-3a-c and 4.W-3a-d** **E.WL.l** elaborating with precise language and concrete and sensory details; using varied sentence types and transitions **3.W-3b-c; 3.L-1i & 4.W-3b-d; 4.L-1f** **E.WL.m** writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned **3.W-3d and 4.W-3e** **E.WL.n** with support, editing for clarity and meaning: grade-appropriate spelling, punctuation and capitalization, sentence types **3.W-5; 3.L-1, 2 and 4.W-5; 4.L-1, 2** **E.WL.o** revising full texts writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity **3.W-3, 4, 5; 3.L-1i, 3, 4, 5** **4.W-3, 4, 5; 4.SL-5; 4.L-1f, 3, 4, 5**	**Use a process approach to compose literary texts …** **M.WL.a** employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme **5.W-9; 5.RL-2,5,6 and 6.W-9; 6.RL-2,3,6** **M.WL.b** setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view **5.W-3a and 6.W-3a** **M.WL.c** maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing **5.W-3a – 3d and 6.W-3a – 3d** **M.WL.d** selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions) **5.W-3a – 3d; 5.L-4c** **6.W-3a – 3d; 6.L-4c** **M.WL.e** developing a plot that includes tension (conflict-resolution) that unfolds through one or more episodes/scenes **5.W-3a – 3d and 6.W-3a – 3d** **M.WL.f** refining overall coherence through literary techniques (e.g., imagery, personification, description) **5.L- 3, 5, 6 and 6.L-3, 5, 6** **M.WL.g** writing a conclusion that ties elements together, supports the theme, and provides a sense of closure **5.W-3e and 6.W-3e** **M.WL.h** applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (transitions, illustrations, subject-verb, pronoun use, verb tense, etc.) **5.W-3, 4, 5; 5.SL-5; 5.L-1, 2, 3, 4c, 6** **6.W-3, 4, 5; 6.L-1, 2, 3, 4c, 6**	**Use a process approach to compose literary texts …** **M.WL.i** employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style **7.W-9; 7.RL-2, 3, 6, 9** **8.W-9; 8.RL-2, 3, 6, 9** **M.WL.j** setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style **7.W-3a and 8.W-3a** **M.WL.k** sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing) **7.W-3a – 3d and 8.W-3a – 3d** **M.WL.l** selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response **7.W-3a – 3d; 7.L-4c** **8.W-3a – 3d; 8.L-4c** **M.WL.m** using dialogue to advance the plot or theme **7.W-3a – 3d and 8.W-3a – 3d** **M.WL.n** refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.) **7.L- 3, 5, 6 and 8.L-3, 5, 6** **M.WL.o** writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about **7.W-3e and 8.W-3e** **M.WL.p** applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader **7.W-3, 4, 5; 7.L-1, 2, 3, 4c, 5, 6** **8.W-3, 4, 5; 8.L-1, 2, 3, 4c, 5, 6**	**Use a process approach to compose literary texts …** **H.WL.a** employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style **9-10.W-9; 9-10.RL-2, 3, 6, 9** **11-12.W-9; 11-12.RL-2, 3, 6, 7** **H.WL.b** setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony) **9-10.W-3a** **11-12.W-3a** **H.WL.c** sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback-flashforward, subtle /implicit foreshadowing) **9-10.W-3a – 3c** **11-12.W-3a – 3c** **H.WL.d** selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy) **9-10.W-3a – 3d; 9-10.L-4c** **11-12.W-3a – 3d; 11-12.L-4c** **H.WL.e** weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme **9-10.W-3a – 3d** **11-12.W-3a – 3d** **H.WL.f** refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.) **9-10..L- 3, 5, 6** **11-12.L-3, 5, 6** **H.WL.o** writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection) **9-10.W-3e** **11-12.W-3e** **H.WL.p** applying sophisticated editing and revision strategies that to full texts clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style **9-10.W-3, 4, 5; 9-10..L-1, 2, 3, 4c, 5, 6** **11-12.W-3, 4, 5; 11-12.L-1, 2, 3, 4c, 5, 6**

STRAND 6: Writing Informative Texts/ Communicating Information (WI) - Different genres of expository text provide information/explanations (science procedures, content-based articles, biographies, research reports, historical documents, etc.) for different purposes and require use of genre-specific features, text structures, and supporting evidence to produce a coherent unit of thought that informs or educates the intended audience.

(K-4) Elementary School Learning Targets		(5-8) Middle School Learning Targets		(9-12) High School Learning Targets
E.WI *Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.*		***M.WI*** *Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.*		***H.WI*** *Apply organizational strategies (e.g., cause-effect, proposition-support, inductive- deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principles, issues, and concepts for authentic and varied audiences.*
Grades K-2	**Grades 3-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Students use a process approach to compose informational texts … E.WI.a generating ideas for using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, video, peers, etc.) **K.W-2, 7, 8; K.SL-4, 5; K.L-6** **1.W-7, 8; 1.SL-1b, 2, 4, 5; 1.L-6** **2.W-7, 8; 2.SL-2, 4; 2.L-6** E.WI.b describing information about a topic or text using drawings with details, written words (labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written **K.W-2; K.SL-4, 5; K.L-1f, 6; K.RI-2** **1.W-2; 1.SL-4, 5, 6; 1.L-1j, 6; 1.RI-2** **2.W-2; 2.SL-4, 6; 2.L-1f, 6; 2.RI-2** E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation **K.W-2; K.SL-4, 5; K.L-1f, 2, 6** **1.W-2; 1.SL-4, 5, 6; 1.L-1j, 2, 6** **2.W-2; 2.SL-2, 4, 6; 2.L-1f, 2, 3, 6** E.WI.d **(continued next page)**	**Students use a process approach to compose informational texts…** E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions) **3.W-5; 3.SL-1d, 3; 3.L-3, 6** **4.W-5; 4.SL-1d, 3; 4.L-3, 6** E.WI.k locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources **3.W-7, 8; 3.SL-2; 3.RI- 5, 7, 9** **4.W-7, 8, 9; 4.SL-2; 4.RI-1, 7, 9** E.WI.l using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/ effect, question/answer) relating topic/ subtopics to evidence, facts **3.W-2b,c, 7, 8; 3.RI-2, 3** **4.W-2b,c, 7, 8, 9; 4.RI-1, 2, 3** E.WI.m writing an introduction of several sentences that sets the context and states a focus/ controlling idea about a topic/ subtopics (e.g., "Many sports can be played outside in winter.") **3.W-2a; 3.L-1i; 3.RI-2** **4.W-2a; 4.L-1f; 4.RI-2**	**Students use a process approach to compose informational texts …** M.WI.a independently locating information from two or more reference sources (print and non-print) to obtain factual information on a topic; listing/citing sources using an established format **5.W-7, 8, 9; 5.SL-2; 5.RI-1, 7** **6.W-7, 8, 9; 6.SL-2** M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/ solution) related to topics/ subtopics **5.W-2b,2c, 8; 5.SL-4; 5.RI-3, 9** **6.W-2a, 2c; 6.SL-4; 6.RI-2, 3, 5** M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.") **5.W-2a; 5.SL-4; 5.RI-2** **6.W-2a; 6.SL-4; 6.RI-2** M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea **5.W-2b,2d, 8, 9; 5.SL-4; 5.L-6; 5.RI-1, 4, 6, 7** **6.W-2b, 2d, 9; 6.RI-1, 2**	**Grades 7-8** **Students use a process approach to compose informational texts …** M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format **7.W-7, 8, 9; 7.SL-2; 7.RI-7, 9** **8.W-7, 8, 9; 8.SL-2; 8.RI-9** M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue **7.W-2a, 9; 7.RI-9** **8.W-2a, 9; 8.RI-9** M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis **7.W-2a, 2c; 7.RI-2, 5** **8.W-2a, 2c; 8.RI-2, 5** M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice **7.W-2d, 2e; 7.L-3, 5c; 7.RI-4** **8.W-2d, 2e; 8.L-3, 5c; 8.RI-4** M.WI.m **(continued next page)**	**Students use a process approach to compose informational texts by…** H.WI.a using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue **9 -10.W-7, 8, 9; 9-10.RI-7** **11-12.W-7, 8, 9; 11-12.RI-7** H.WI.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/ thesis **9 -10.W-2a, 2b, 7, 8, 9; 9-10.SL-2** **11-12.W-2a, 2b, 7, 8, 9; 11-12.SL-2** H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/ controlling idea /thesis with the major sections of text **9 -10.W-2a, 2c; 9-10.SL-4; 9-10.RI-2, 3** **11-12.W-2a, 2c; 9-10.SL-4; 11-12.RI-2, 3** H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone **9 -10.W-2d, 2e; 9-10.RI-4** **11-12.W-2d, 2e; 11-12.RI-4** H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented **9 -10.W-2f** **11-12.W-2f** H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice **9 -10.W-2, 4, 5; 9-10.SL-5; 9-10.L-1, 2, 3, 4c, 6** **11-12.W-2, 4, 5; 11-12.SL-5; 11-12. L-1, 2, 3, 4c, 6**

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E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic **K.W-6, 7, 8; K.SL-2, 3; K.RI-7** **1.W-6, 7, 8; 1.SL-2, 3; 1.RI-6, 7** **2.W-6, 7, 8; 2.SL-2, 3; 2.RI-7** **E.WI.e** with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing **1.W-8** **2.W-8** **E.WI.f** selecting *and ordering* fact statements, using domain-specific vocabulary to describe a sequence of events or explain a procedure (e.g., list necessary materials and tell steps in logical order) **1.W-7; 1.L-1e, 1i; 1.RI-3** **2.W-2, 7; 2.RI-3** **E.WI.g** presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (listing fact statements rather than connecting or relating ideas) **K.W-2; K.SL-4; K.L-1f** **1.SL-4; 1.L-1j** **2.SL-4; 2.L-1f** **E.WI.h** organizing factual information about subtopics of larger topics using relevant details in *several related sentences* **K.W-2; K.L-1f** **1.W-2; 1.SL-4, 6; 1.L-1j** **2.W-2; 2.SL-4, 6; 2.L-1f** **E.WI.i** with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics **K.W-5 (details); K.SL-4, 5; K.L-2** **1.W-2 (closure), 5 (details); 1.SL-5; 1.L-2** **2.W-2 (closure), 5 (revise / edit); 2.L-1, 2, 3**	**E.WI.n** selecting *relevant* facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary **3.W-2a, b, 8; 3.SL-4; 3.L-6; 3.RI-4** **4.W-2a,b, 9; 4.SL-4; 4.L-6; 4.RI-4** **E.WI.o** presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types **3.W-2, 4; 3.SL-4; 3.L-1i; 3.RI-2, 3** **4.W-2, 4; 4.SL-4; 4.L-1f; 4.RI-2, 3** **E.WI.p** incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing **3.W-2a; 3.RI-7** **4.W-2a; 4.SL-4; 4.RI-7** **E.WI.q** writing a conclusion or concluding statement that links back to the focus **3.W-2d; 3.RI-2** **4.W-2e; 4.RI-2, 8** **E.WI.r** with support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types **3.W-5 (edit); 3.L-1, 2** **4.W-5 (edit); 4.L-1, 2** **E.WI.s** revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components **3.W-2, 4, 5 (revise); 3.L-1i, 3, 4, 5** **4.W-2, 4, 5 (revise); 4.SL-5; 4.L-1f, 3, 4, 5**	**M.WI.e** maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas **5.W-2a, c, 4; 5.RI-3, 5** **6.W-2a,c,e; 6.SL-4; 6.L-3; 6.RI-5** **M.WI.f** incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning **5.W-2a ; 5.SL-5** **6.W-2a; 6.SL-5; 6.RI-7** **M.WI.g** writing a conclusion that links back to the focus/central idea and provides a sense of closure **5.W-2e; 5.SL-3; 5.RI-8** **6.W-2f; 6.RI-2** **E.WI.h** applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/ visual/auditory components **5.W-2, 4, 5; 5.SL-4, 5; 5.L-1, 2, 3, 4c, 6** **6.W-2, 4, 5; 6.SL-4, 5; 6.L-1, 2, 3, 4c, 6**	**M.WI.m** selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea **7.W-2a, 2b, 9; 7.SL-4, 5; 7.RI-1** **8.W-2a, 2b, 9; 8.SL-4, 5; 8.RI-1** **M.WI.n** drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis **7.W-2f; 7.SL-3; 7.RI-2** **8.W-2f; 8.SL-3; 8.RI-2** **M.WI.o** applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited **7.W-2, 4, 5; 7.SL-4, 5; 7.L-1, 2,3,4c, 4d, 6; 7.RI-4** **8.W-2, 4, 5; 8.SL-4, 5; 8.L-1, 2,3,4c, 4d, 6; 8.RI-4**	

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STRAND 7 Writing Persuasively/Communicating Opinions, Critiques, & Arguments (WP) - Different genres of persuasive writing (literary critiques, persuasive essays, speeches, editorials, etc.) are appropriate for different purposes and require use of genre-specific features, text structures, and strategic use of logic chains with compelling supporting evidence to produce a coherent unit of thought that persuades the intended audience.

(K-4) Elementary School Learning Targets		(5-8) Middle School Learning Targets		(9-12) High School Learning Targets
E.WP *Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition-support) and an understanding of topics or texts to develop and support opinions about them for authentic audiences.*		***M.WP*** *Apply organizational strategies (e.g., cause-effect, problem-solution, proposition-support, critique), and use of multiple sources to analyze topics or texts in order to support a claim/thesis for authentic and varied audiences.*		***H.WP*** *Apply organizational structures (e.g., proposition-support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.*
Grades K-2	**Grades 3-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Use a process approach to develop and communicate support for opinions … E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing) **K.W-1, 7; K.SL-4, 5; K.L-6** **1.W-7, 8; 1.SL-1b, 2, 4, 5; 1.L-6** **2.W-8; 2.SL-2, 4; 2.L-6** E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs…; That character was funny because…) and 'reading back' what they have written **K.W-1; K.SL-4, 5; K.L-1f, 6** **1.W-1; 1.SL-4, 5, 6; 1.L-1j, 6** **2.W-1; 2.SL-4, 6; 2.L-1f, 6** E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads – convince you to buy, personal messages/letters- different purposes, include opinions) **1.RL-5** **2.RI-6** E.WP.d **(continued next page)**	**Use a process approach to develop and communicate support for opinions …** E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for-against with peers; analyze mentor texts – ads, book/movie reviews, letters to editor) **3.W-5; 3.SL-1d, 3; 3.L-3, 6** **4.W-5; 4.SL-1d, 3; 4.L-3, 6** E.WPj. developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets) **3.W-1b,7, 8; 3.RL-2, 3; 3.RI-2** **4.W-1b, 7, 8, 9; 4.RL-1, 2, 3; 4.RI-1, 2** E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/ author of book) and states a focus (opinion)/ controlling idea about a topic/ text **3.W-1a; 3.L-1i; 3.RL-2; 3.RI-2** **4.W-1a; 4.L-1f; 4.RL-2; 4.RI-2** E.WP.l selecting *relevant* facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary **3.W-1a, 1b, 8; 3.SL-4; 3.L-6; 3.RI-4** **4.W-1a, 1b, 9; 4.SL-4; 4.L-6; 4.RI-4** E.WP.m **(continued next page)**	**Use a process approach to develop and communicate support for claims /thesis …** M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts – ads, essays, book/movie reviews, speeches, propaganda techniques) **5.W-8, 9; 5.SL-3, 4; 5.RI-8** **6.W-7, 8, 9; 6.SL-1d, 2, 3, 4; 6.RI-8** M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view **5.W-7, 8, 9; 5.SL-2, 3** **6.W-7, 8, 9; 6.SL-2, 3** M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis), and provide context (e.g., circumstance of the problem; historical time period), and plan a chain of logic to be presented **5.W-1a; 5.SL-4** **6.W-1a; 6.SL-4** M.WP.d selecting and organizing relevant facts, text evidence/quotes, or examples to support focus (claim/thesis) and possible opposing claims of the potential audience **5.W-1a, 1b, 7, 8, 9; 5.SL-4** **6.W-1a, 1b, 7, 8, 9** M.WP.e **(continued next page)**	**Use a process approach to develop and communicate support for claims /thesis …** M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts – political cartoons, literary critiques, speeches, propaganda techniques) **7.W-7, 8, 9; 7.SL-1d, 2, 3, 4; 7.RI-8** **8.W-7, 8, 9; 8.SL-1d, 2, 3, 4; 8.RI-8** M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view **7.W-7, 8, 9; 7.SL-3; 7.RI-7, 8, 9** **8.W-7, 8, 9; 8.SL-3; 8.RI-7, 8, 9** M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented **7.W-1a** **8.W-1a** M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience **7.W-1a, 1b** **8.W-1a, 1b** M.WP.m **(continued next page)**	**Use a process approach to develop and communicate compelling and credible evidence to support reasoned arguments and critiques …** H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts – political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents) **9 -10.W-7, 8, 9; 9-10.RI-6, 7, 8, 9** **11-12.W-7, 8, 9; 11-12.RI-6, 7, 8** H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/ thesis **9 -10.W-1a, 1b, 1c, 7, 8, 9; 9-10.SL-2, 3** **11-12.W-1a, 1b, 1c, 7, 8, 9; 11-12.SL-2, 3** H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience **9 -10.W-1a, 1b, 1c; 9-10.SL-4** **11-12.W-1a, 1b, 1c; 9-10.SL-4** H.WIP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice **9 -10.W-1c, 1d; 9-10.L-3, 5c** **11-12.W-1c, 1d; 11-12.L-3, 5c** H.WP.e articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action, while reflecting sensitivity to audience, leaving readers with a clear understanding and respect for what the writer is arguing for **9 -10.W-1e and 11-12.W-1e** H.WP.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone and voice on message **9 -10.W-1, 4, 5; 9-10.SL-5; 9-10.L-1, 2, 3, 4c, 6** **11-12.W-1, 4, 5; 11-12.SL-5; 11-12. L-1, 2, 3, 4c, 6**

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E.WP.d with support, using simple note-taking strategies to record and distinguish facts-opinions or reasons for-against a real-world topic (e.g., T-chart with reasons why people like/do not pizza)
1.W-8
2.W-8

E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation
K.W-1; K.SL-4, 5; K.L-1f, 2, 6
1.W-1; 1.SL-4, 5, 6; 1.L-1j, 2, 6
2.W-1; 2.SL-2, 4, 6; 2.L-1f, 2, 6

E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text, and generating statements (in *somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because)
K.W-1; K.SL-4, 5; K.L-1f, 2, 6
1.W-1; 1.SL-4, 5, 6; 1.L-1j, 2, 6
2.W-1; 2.SL-2, 4, 6; 2.L-1f, 2, 6

E.WP.g developing an opinion on a topic/ text with statements that connect the stated opinion ("You will think /agree this story is funny…) in *several related sentences* with reasons and relevant details/supporting evidence for an authentic audience
K.W-1; K.SL-4, 5; K.L-1f, 2, 6
1.W-1; 1.SL-4, 5, 6; 1.L-1j, 2, 6
2.W-1; 2.SL-2, 4, 6; 2.L-1f, 2, 6

E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics
K.W-5 (details); K.SL-4, 5; K.L-2
1.W-2 (closure), 5 (details); 1.SL-5; 1.L-2
2.W-2 (closure), 5 (revise / edit); 2.L-1, 2, 3

E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)
3.W-1b,1c, 4; 3.SL-4; 3.L-1i
4.W-1b,1c, 4; 4.SL-4; 4.L-1f

E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons
3.W-1d; 4.W-1d

E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types
3.W-5 (edit); 3.L-1, 2
4.W-5 (edit); 4.L-1, 2

E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback
3.W-1, 4, 5 (revise); 3.L-1i, 3, 4, 5
4.W-1, 4, 5 (revise); 4.SL-5; 4.L-1f, 3, 4, 5

M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers
5.W-1a, 1b, 1c, 4, 5; 5.S-L-4; 5.L-3
6.W-1a, 1b, 1c; 6.SL-4

M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims
5.W-1b; 5.SL-5
6.W-1b; 6.SL-5

M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn
5.W-1d; 5.SL-3
6.W-1e

M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/ visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)
5.W-1, 4, 5; 5.SL-4, 5; 5.L-1, 2, 3, 4c, 6
6.W-1, 4, 5; 6.SL-4, 5; 6.L-1, 2, 3, 4c, 6

M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining a authoritative stance and consistent discourse style and voice
7.W-1c, 1d; 7.L-3, 5c
8.W-1c, 1d; 8.L-3, 5c

M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition
7.W-1e; 7.SL-3
8.W-1e; 8.SL-3

M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/ complexity) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)
7.W-1, 4, 5; 7.SL-4, 5; 7.L-1, 2, 3, 4c, 4d, 6
8.W-1, 4, 5; 8.SL-4, 5; 8.L-1, 2, 3, 4c, 4d, 6

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