

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

<p><b>W. 6. 1</b></p>	<p><b>Write arguments to support claims with clear reasons and relevant evidence.</b></p>	<p><b>Essential Components</b> <b>W.6.1.a-e</b></p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p><b>*Extended Understanding</b></p> <p>-MLA Formatting for in-text citations and works cited pages</p>	<p><b>Academic Vocabulary/Language</b></p> <p>-ABTATO, PETs, TOO (or comparable organizational structures for writing arguments with developed intros, bodies, and conclusions)</p> <p>-analyze/analysis</p> <p>-argument</p> <p>-cite</p> <p>-claim/counterclaim</p> <p>-clarify</p> <p>-clauses</p> <p>-credible</p> <p>-demonstrate</p> <p>-establish</p> <p>-formal style</p> <p>-inference</p> <p>-logos/pathos/ethos</p> <p>-maintain</p> <p>-reasons</p> <p>-textual evidence</p> <p>-phrases</p> <p>-relevant</p> <p>-warrant</p>
<p><b>CCR Anchor:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Underpinning Knowledge Learning Targets:</b></p> <p>The student can define, identify, and use argument, claim, warrant, and counterclaim.</p> <p>The student can recognize and use strategies and techniques for introducing, organizing, and concluding arguments.</p> <p>The student can recognize and use strategies and techniques for supporting claims and connecting claims to reasons &amp; evidence.</p> <p><b>Underpinning Reasoning Learning Targets:</b></p> <p>The student can analyze the credibility of sources and evaluate the clarity and relevance of reasons and evidence.</p> <p>The student can distinguish between formal and informal writing styles and use formal style in argument writing.</p> <p>The student can distinguish between logos, pathos, and ethos; and use logos for argument writing.</p> <p>The student can demonstrate an understanding of a topic/text through argument writing.</p> <p><b>Underpinning Product Learning Targets:</b></p> <p>*The student can use correct MLA format for in-text citations and works cited pages.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: PRODUCT</b></p>	<p><b>BROAD LEARNING TARGET:</b></p> <p>The student can write arguments to support claims with clear reasons and relevant evidence.</p>		
<p><b>Career Connections</b></p> <p><a href="http://www.csoh.us/ELA6-12.aspx">http://www.csoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b>Underpinning Product Learning Targets:</b></p> <p>*The student can use correct MLA format for in-text citations and works cited pages.</p>		

## Question Ideas

**Argumentation/Analysis:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a/an \_\_\_ (essay or substitute) that argues your position on \_\_\_ (content). Support your position with evidence from your research.

[Insert question] After reading \_\_\_ (literature or informational texts) write a/an \_\_\_ (essay or substitute) that addresses the question and support your position with evidence from the text.

**Argumentation/Comparison:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a/an \_\_\_ (essay or substitute) that compares \_\_\_ (content) and argues \_\_\_ (content). Support your position with evidence from the texts.

[Insert question] After reading \_\_\_ (literature or informational texts) write a/an \_\_\_ (essay or substitute) that compares \_\_\_ (content) and argues \_\_\_ (content). Support your position with evidence from the texts.

**Argumentation/Evaluation:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a/an \_\_\_ (essay or substitute) that discusses \_\_\_ (content) and evaluates \_\_\_ (content). Support your position with evidence from your research.

[Insert question] After reading \_\_\_ (literature or informational texts), write a/an \_\_\_ (essay or substitute) that discusses \_\_\_ (content) and evaluates \_\_\_ (content). Be sure to support your position with evidence from the texts.

**Argumentation/Problem-Solution:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a/an \_\_\_ (essay or substitute) that identifies a problem \_\_\_ (content) and argues for a solution. Support your position with evidence from your research.

[Insert question] After reading \_\_\_ (literature or informational texts) on \_\_\_ (content), write a/an \_\_\_ (essay or substitute) that identifies a problem \_\_\_ (content) and argues for a solution \_\_\_ (content). Support your position with evidence from the text(s).

**Argumentation/Cause-Effect:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a/an \_\_\_ (essay or substitute) that argues the causes of \_\_\_ (content) and explains the effects \_\_\_ (content). What \_\_\_ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

[Insert question] After reading \_\_\_ (literature or informational texts) on \_\_\_ (content), write a/an \_\_\_ (essay or substitute) that argues the causes of \_\_\_ (content) and explains the effects \_\_\_ (content). What \_\_\_ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* An example of a Grade 6 Argument with annotation can be found on pages 36-37. The student is writing to the producer of the film *Benchwarmers* to argue his position on a character who smokes.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

ReadWriteThink, the collaborative site of NCTE, IRA, and Thinkfinity/Verizon present *Vote for Me! Developing, Writing, and Evaluating Persuasive Speeches. (2010) IRA/NCTE*. To write and deliver an effective persuasive speech, students must formulate logical arguments and back them up with examples. Characteristics of effective persuasive writing/oral arguments are explored through political campaign speeches. Another tool teaches formulation of persuasive arguments. *Vote for Me!* can be found at <http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing>.

## Standardized Test Sample Question Stems

It's no secret that sometimes great discoveries come as a result of really big mistakes. But are they always worth the problems they cause? Sometimes the mistakes lead to greatness, and sometimes they lead to disaster. Are mistakes key to making discoveries?

Write an essay for your science class Website arguing whether or not mistakes are a key part of discovery. Your essay must be based on ideas, concepts, and information from the "Goofs and Great Inventions" passage set.

### W.5.1 (Prior Grade Standard)

**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** [Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). Provide a concluding statement or section related to the opinion presented.]

### W.7.1 (Future Grade Standard)

**Write arguments to support claims with clear reasons and relevant evidence.** (Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.)

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

**W. 6. 2**

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

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

### Essential Components W.6.2.a-f

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to 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 the information or explanation presented.

### \*Extended Understanding

-MLA Formatting for in-text citations and works cited pages

### Academic

### Vocabulary/Language

- ABTATO, PETs, TOO (or comparable organizational structures for writing informative/explanatory text with developed intros, bodies, and conclusions)
- analyze/analysis      -cite
- clarify                      -concepts
- concrete                    -content
- convey                      -credible
- demonstrate                -develop
- domain-specific/tier three vocab
- establish                    -examine
- informative/explanatory text
- maintain
- organizational strategies (definition, classification, comparison/contrast, cause/effect)
- precise                      -relevant
- topic                              -transitions

**ULTIMATE LEARNING TARGET TYPE: PRODUCT**

**Career Connections**

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

### BROAD LEARNING TARGET:

The student can write informative/explanatory texts that examine topics and convey ideas, concepts and information by selecting, organizing, and analyzing relevant content.

### Underpinning Knowledge/Reasoning Learning Targets:

The student can define, identify, and use relational transitions, precise language, and domain-specific vocabulary.

The student can recognize and use strategies and techniques for introducing, organizing (definition, classification, comparison/contrast, and cause/effect), and concluding informative/explanatory texts that examine topics and convey ideas, concepts, and information on that topic.

### Underpinning Reasoning Learning Targets:

The student can analyze the credibility of sources and relevant content for informative/explanatory topics.

The student can distinguish between formal & informal writing styles and use formal style in informative/explanatory writing.

The student can demonstrate an understanding of a topic through development of the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory writing.

### Underpinning Product Learning Targets:

The student can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of informative/explanatory texts.

\*The student can use correct format for in-text citations and works cited pages.

## Question Ideas

**Definition:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a \_\_\_ (report or substitute) that defines \_\_\_ (term or concept) and explains \_\_\_ (content). Support your discussion with evidence from your research.

**Description:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a \_\_\_ (report or substitute) that describes \_\_\_ (content). Support your discussion with evidence from the your research.

**Procedural/Sequential:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a \_\_\_ (report or substitute) that relates how \_\_\_ (content). Support your discussion with evidence from your research.

After researching \_\_\_ (informational texts) on \_\_\_ (content), developing a hypothesis, and conducting an experiment examining \_\_\_ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion(s) can you draw?

**Synthesis:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a \_\_\_ (report or substitute) that explains \_\_\_ (content). What conclusions or implications can you draw? Cite at least \_\_\_ (#) sources, pointing out key elements from each source.

**Analysis:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a \_\_\_ (report or substitute) that analyzes \_\_\_ (content), providing evidence to clarify your analysis. What \_\_\_ (conclusions or implications) can you draw?

**Comparison:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a \_\_\_ (report or substitute) that compares \_\_\_ (content).

**Cause/Effect:** After researching \_\_\_ (informational texts) on \_\_\_ (content), write a \_\_\_ (report or substitute) that examines causes of \_\_\_ (content) and explains effects \_\_\_\_\_. (content). What conclusions or implications can you draw? Support your discussion with evidence from your research.

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 Informative/Explanatory writings with annotations can be found on pages 42-51.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

INFOhio, the Information Network for Ohio Schools gives access to a multitude of free, high-quality resources at <http://www.infohio.org/ER/MaterialType.html>. Use the following databases:

- **EBSCO** – Searches can be by lexile level, from children’s to professional; more than 6,000 publications
- **Newsbank** – Four Ohio Newspapers
- **World Book Student** – Online encyclopedia with entries, graphics and online links; also allows double click on words for definition
- **Art Collection** – More than 70,000 digital images of paintings, sculptures, costumes and more
- **Science Online** – Science information, diagrams and videos
- **Literature Online from Chadwyck-Healey** – Full text works including poetry

## Standardized Test Sample Question Stems

Your art teacher has asked that you write a paper about a specific kind of art. Write an explanatory essay about art created from found or recycled items. Your essay must be based on ideas and information that can be found in the “Art from Found Items” passage set.

### W.5.2 (Prior Grade Standard)

#### Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.]

### W.7.2 (Future Grade Standard)

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

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

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

**W. 6. 3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

### Essential Components W.6.3.a-e

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or events.
- \*Extended Understanding**
- Extend a short narrative into a novella or novel

### Academic

#### Vocabulary/Language

- analyze
- characters/characterization
- clauses            -context
- convey            -detail
- develop            -elaborate
- elements of plot (exposition, rising action, climax, falling action, denouement, resolution, conflict, protagonist/antagonist, etc.)
- elements of prose (diction, syntax, imagery, figurative language, style, theme, tone, etc.)
- engage            -event
- illustrate          -interact          -narrative
- narrative techniques (dialogue, pacing, description, flashback, foreshadow, framing device, shift, time frame, point of view, etc.)
- narrator            -orient
- phrases            -precise
- relevant            -sensory language
- sequence          -setting
- signal              -unfold

**ULTIMATE LEARNING TARGET TYPE: PRODUCT**

#### BROAD LEARNING TARGET:

The student can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### Underpinning Knowledge/Reasoning Learning Targets:

The student can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), and narrative techniques (dialogue, flashback, pacing . . .).

The student can define, identify, and use transitional words, phrases, and clauses to connect sequences of events, shifts in time, and changes in settings.

The student can define, identify, and use grade-level appropriate vocabulary and figurative language.

#### Underpinning Reasoning Learning Targets:

The student can engage and orient the reader by establishing a context and introducing a narrator and/or characters.

The student can organize an event sequence that unfolds naturally and logically.

The student can provide a conclusion that follows from the narrated experiences or events.

Career Connections

<http://www.csoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

## Question Ideas

How would you sequence the progression of the \_\_\_\_\_ event in your narrative?

How will your character/narrator evolve with the elaboration of the narrative?

What are the three main events that will happen in your narrative? What ideas, characters, experiences will connect them?

In your narrative, who is speaking? What point of view will you use? What is the setting?

**Narrative/Description:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (narrative or substitute) that describes \_\_\_\_\_ (content). **L2** Use \_\_\_\_ (stylistic devices) to develop a narrative. **L3** Use \_\_\_\_ (techniques) to convey multiple storylines.

[Insert question] After reading \_\_\_\_\_ (literature or informational texts), write a \_\_\_\_\_ (narrative or substitute) from the perspective of \_\_\_\_\_ (content). **L2** Use \_\_\_\_\_ (stylistic devices) to develop a narrative effect in your work. **L3** Use \_\_\_\_\_ (techniques) to convey multiple storylines.

**Narrative/Sequential:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (narrative or substitute) that relates \_\_\_\_\_ (content) and the events that \_\_\_\_\_ (content). **L2** Use \_\_\_\_\_ (stylistic devices) to develop your work. **L3** Use \_\_\_\_\_ (techniques) to convey multiple storylines.

[Insert question] After reading \_\_\_\_\_ (literature or informational texts) about \_\_\_\_\_ (content), write a \_\_\_\_\_ (narrative or substitute) that relates \_\_\_\_\_ (content). **L2** Use \_\_\_\_\_ (stylistic devices) to develop your work.

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 Narrative writings with annotations can be found on pages 52-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

**Teaching grammar with playful poems: Engaging Lessons with Model Poems by Favorite Poets that Motivate Kids to Learn Grammar**, by Mack, Nancy. Scholastic, New York, NY, 2005. Although this text is designed for grammar practice, it also supports the various text types and purposes for writing.

## Standardized Test Sample Question Stems

In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

### W.5.3 (Prior Grade Standard)

**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** (Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.)

### W.7.3 (Future Grade Standard)

**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** (Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.)

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

<p><b>W. 6. 4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Essential Understanding</b>            -Identify and understand writing task, purpose, and audience            -Produce clear and coherent writing through development, organization, and style            -Match development, organization, and style of writing to task, purpose, and audience</p> <p><b>*Extended Understanding</b>            -Produce clear and coherent writing that addresses multiple tasks, purposes, and/or audiences</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze            -appropriate</li> <li>-clear                -coherent</li> <li>-determine</li> <li>-development (analysis, synthesis, summary, evaluative, etc.)</li> <li>-organization (causation, narration, sequential, descriptive, comparison, etc.)</li> <li>-purpose (to inform, argue, defend, etc.)</li> <li>-style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions, etc).</li> <li>-task</li> <li>-writing types (argument, informational/expository, narrative)</li> </ul>
<p><b>CCR Anchor:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: PRODUCT</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>            The student can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>            The student can identify and understand varied writing tasks, purposes, and audiences.</p> <p>The student can identify and understand varied methods of writing development, organization, and style.</p>	
<p><b>Career Connections</b></p> <p><a href="http://www.ccsbh.us/ELA6-12.aspx">http://www.ccsbh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b>            The student can determine the writing task, purpose, and audience.</p> <p>The student can match varied methods of development, organization, and style of writing to varied tasks, purposes, and audiences.</p>	

## Question Ideas

Underline all of the tasks listed in the essay prompt. How many tasks are there? What is the best organizational structure to use in an essay that addresses this prompt?

Is the prompt calling for analysis, synthesis, or evaluation?

Who will be the audience for this piece of writing? How will you adjust your style to accommodate the audience?

The purpose of this writing is to defend a position. What writing type will you use: informational/explanatory, narrative, or argument?

How will you use word choice (diction) to impact the audience?

Read through your draft of the argument paper. Have you chosen the right organizational pattern to maximize the effect on an audience of eighth- graders?

What would you change if you were to rewrite the narrative for an audience of third-graders?

After reading the prompt, list the purpose for the writing called for in the prompt.

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### RAFT

Students use a customized Role, Audience, Format, Topic (RAFT) organizer at the inception of the task. Students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.

- **Basic:** Students are provided with RAFT organizers and formula wheels. They use models of specific genres of writing to create and shape their own writing.
- **Extended:** Students create RAFT organizers, formula wheels, and rubrics of various samples of writing (magazine/newspaper articles, reviews, essays, position papers, etc.) or create an “instructional writing kit” for one sample of writing.

### W.5.4 (Prior Grade Standard)

**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

### W.7.4 (Future Grade Standard)

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



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

<p><b>W. 6. 5</b> <b>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.</b></p>	<p><b>Essential Component</b>          -Demonstrate command of grade-level language standards (L.6.1-3)  <b>Essential Understanding</b>          -Use planning templates to develop and strengthen writing          -Use revising and editing techniques to develop and strengthen writing          -Rewrite or try a new approach to develop and strengthen writing          -Understand and analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing  <b>*Extended Understanding</b>          -Evaluate your own writing over an extended period</p>	<p><b>Academic Vocabulary/Language</b>          -analyze          -approach          -develop          -diction          -editing          -guidance          -organizational structure (chronological, comparison, cause/effect, problem/solution, etc.)          -peers          -planning          -revising          -rewriting          -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.)          -strengthen          -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.)          -style</p>
<p><b>CCR Anchor:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		

<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.  <b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can understand how to use planning templates, revising &amp; editing techniques, and rewrites &amp; new approaches to develop and strengthen writing.  <b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing.  <b><u>Underpinning Skill Targets:</u></b>          The student can demonstrate command of grade-level language standards (L.6.1-3).</p>
<p><b>Career Connections</b>  <a href="http://www.ccschools.org/ELA6-12.aspx">http://www.ccschools.org/ELA6-12.aspx</a>          (Click on Career Connections for English Language Arts)</p>	

## Question Ideas

Use the editing sheet to help you edit for grammar, mechanics, usage, and spelling. When you can put a check beside all 15 items, you are ready to rewrite your draft into a final copy.

Use the planning sheet to outline your essay. Begin writing your essay when your plan is complete.

Analyze the introduction. Does it grab attention? Give background? Give the thesis? Give the organizational pattern for the paper? If you answered no to any of these, revise your introduction.

How does the sentence, paragraph, chapter, or section fit into the overall structure of \_\_\_\_\_? If it doesn't follow, consider revising it?

Use the editing sheet to help you edit for theme, style, and organization. When you can put a check beside all 10 items, you are ready to rewrite your draft into a final copy.

Analyze the text structure and explain why you chose to write it this way.

How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?

What types of sentences did you use? How do they help with idea development? If they do not help, consider revising or editing them.

Describe the syntax of the your writing. How do your syntactical choices affect the overall text structure? Does your syntax need elevated?

Use the ABTATO, PETs, TOO strategy to plan and organize your essay.

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

The 6 +1 Trait website gives a common language for teachers/students to communicate about the characteristics of writing. It establishes a clear vision of what good writing looks like, focusing on the six traits of writing. Find it at <http://educationnorthwest.org/traits>.

## Standardized Test Sample Question Stems

In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

### W.5.5 (Prior Grade Standard)

**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

### W.7.5 (Future Grade Standard)

**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.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

**W. 6. 6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Essential Understanding

- Understand how to access and use technology, including the Internet, e-mail, and social & academic media sites for research, communication, and collaboration
- Understand how to access and use word processing, communication, collaboration, and presentation software for formatting, producing, and publishing writing
- Know how to download, save, upload, and attach varied formats of files
- Demonstrate keyboarding skills
- \*Extended Understanding
- Use MLA formatting

Academic Vocabulary/Language

- access
- collaborate
- communicate
- demonstrate
- download/upload/attach
- e-mail
- formatting
- interact
- Internet
- keyboarding
- produce
- publish
- research
- social media
- sufficient
- technology
- word processing

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

**ULTIMATE LEARNING TARGET TYPE: SKILL**

BROAD LEARNING TARGETS:

The student can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

The student can demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Career Connections**

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

Underpinning Knowledge Learning Targets:

The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating with others and formatting/producing/publishing writing.

Underpinning Skill Learning Targets:

The student can download, save, upload, and attach varied formats of files.

## Question Ideas

Which of the following papers is correctly formatted?

WRITE A FIVE TO SEVEN PAGE RESEARCH PAPER WITH AT LEAST **FOUR SOURCES AND** PRODUCE A FIVE MINUTE MULTIMEDIA PRESENTATION USING PREZI, ANIMOTO, OR POWERPOINT ON ONE OF THE FOLLOWING TOPICS (A OR B):

A. Explore the **Feminist Movement** from the 1960s to now. Include important people, organizations, and events. Include Feminist literature (Sylvia Plath, Anne Sexton, Sonia Sanchez, Adrienne Rich) and Feminist art (*Black Venus* by Niki De Saint Phalle, *The Dinner Party* by Judy Chicago, *Tree of Life* by Ana Mendieta, *Untitled #276* by Cindy Sherman, and *Your Body is a Battleground* by Barbara Kruger). Decide what is the most important event, work of literature, or piece of art in the movement's history and explain why it is the most important to humanity.

B. Explore global **Literary Movements** in the Information Age: Postmodernism (Vaclav Havel), Magic Realism (Gabriel Garcia Marquez), Social Conscience Literature (Gary Snyder, Wislawa Szymborska, Salman Rushdie), Docufiction (Winston Groom's *Forrest Gump*), Hint Fiction (Hannah Craig), and Science Fiction (Ray Bradbury). Describe each movement, its originators, and sample authors/works. Decide which is the most important literary movement of the time period (c. 1950-present) and explain why it is the most important to humanity.

Prepare an annotated bibliography with the electronic sources you plan to use in your paper.

After choosing your living hero, send him/her an e-mail with questions that you need answered to produce a quality essay.

Use the class Facebook page to give two thoughts concerning today's learning target. Then, respond to one of your peer's thoughts.

Produce a three-page paper on the topic, using your draft and research from the Internet, in one class period.

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

-A free MLA/APA Bibliography format maker can be found at [www.noodletools.org](http://www.noodletools.org).

-The ABCs of Website Evaluation: Teaching Media Literacy in the Age of the Internet, by Kathy Schrock, gives tips to determine the validity of sources. Find it at <http://school.discoveryeducation.com/schrockguide/pdf/weval.pdf>.

-Students use a recursive process to gather information by using the *Big6* model of research, the most widely known and widely used approach to teaching information and technology skills in the world. Developed by educators Mike Eisenberg and Bob Berkowitz, it is a six-step approach to research differentiated by grade levels. Find it at <http://www.big6.com>.

-In this lesson, picture books frame the structure of research projects. Find it at <http://www.readwritethink.org/classroom-resources/lesson-plans/picture-books-framing-texts-306.html>.

### W.5.6 (Prior Grade Standard)

**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**

### W.7.6 (Future Grade Standard)

**Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

<p><b>W. 6. 7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>Essential Understanding</b>          -Identify, research, and integrate information from several sources to answer a research question          -Conduct research          -Refocus questions/inquiry based upon analysis of research findings</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-appropriate</li> <li>-compare/contrast</li> <li>-conduct</li> <li>-draw</li> <li>-inquiry</li> <li>-integrate</li> <li>-investigate</li> <li>-issue</li> <li>-media</li> <li>-pertinent</li> <li>-refocus</li> <li>-research question</li> <li>-several</li> <li>-synthesize</li> <li>-summarize</li> <li>-topic</li> </ul>
<p><b>CCR Anchor:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>*Extended Understanding</b>          -Use findings from short research projects to participate in Socratic seminars</p>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can conduct short research projects to answer a question, drawing on several sources.          The student can refocus the inquiry of short research projects when appropriate.  <b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can identify information pertinent to an inquiry gained through researching several sources.</p>	
<p><b>Career Connections</b>  <a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p><b><u>Underpinning Skill Learning Targets:</u></b>          The student can integrate information pertinent to an inquiry gained through researching several sources.          The student can demonstrate proficient use of research skills.</p>	

## Question Ideas

What information on the question is presented in each of the sources?

Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source.

Summarize each of the sources of information on the question.

List three possible answers to the question and cite the sources you used to find them.

After researching \_\_\_\_\_ (informational texts and media), write a one-page report that describes \_\_\_\_\_ (topic or issue).

After reading/experiencing three digital/print sources on \_\_\_\_\_, write a three-paragraph essay that integrates your findings and is supported by textual citations.

Using several sources, answer this question: What connections can be made between *Julius Caesar* and The Enlightenment? If you have difficulty finding enough resources when you research, refocus the question in a different direction and try again.

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Historical Research

Design a series of questions for students to answer about a famous person, famous place or current or historical event. Students conduct research for answers to their questions. Crediting all helpful resources, students write a script and create a multimedia presentation to demonstrate what they have learned. Some students may self-select topics and design their own research questions.

### W.5.7 (Prior Grade Standard)

**Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**

### W.7.7 (Future Grade Standard)

**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

<p><b>W. 6. 8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>Essential Understanding</b>          -Identify and gather relevant information from print and digital sources          -Assess the credibility of sources          -Quote and paraphrase data and conclusions from others without plagiarizing          -Cite sources in-text and on works cited pages using bibliographic information</p> <p><b>*Extended Understanding</b>          -MLA formatting for in-text citations and works cited pages</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-assess</li> <li>-avoid</li> <li>-bibliographic information</li> <li>-cite</li> <li>-conclusion</li> <li>-credibility</li> <li>-data</li> <li>-digital sources</li> <li>-gather</li> <li>-paraphrase</li> <li>-plagiarism</li> <li>-print sources</li> <li>-quote</li> <li>-relevant</li> </ul>
<p><b>CCR Anchor:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>          The student can gather relevant and credible information from print and digital sources.          The student can avoid plagiarism when quoting and paraphrasing the data and conclusions of others.</p>	
<p><b>Career Connections</b>  <a href="http://www.csoh.us/ELA6-12.aspx">http://www.csoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>	<p>The student can cite bibliographic source information for in-text citations and on works cited pages.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>          The student can define and identify plagiarism.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>          The student can assess the credibility of sources.          The student can assess the relevance of information from print and digital sources.</p>	

## Question Ideas

Read the three sources. Assess their credibility. Decide if any of the three sources should/should not be used.

Read the three sources. Assess their relevance to the topic. Decide if any of the three sources should/should not be used.

What data or conclusions from the sources will you use in your paper? Provide an in-text citation for each source.

Which of the following is an example of a quotation that is plagiarized. Rewrite it to avoid plagiarism.

Read the five sources. Choose the three with the most relevance and credibility. Provide one properly cited quotation from each to answer the question.

Paraphrase the conclusion made by the author. Be sure not to plagiarize.

What are some steps to follow to assess the credibility of a source?

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Computer Search

Once students have found resources that they think will be credible, they will research a few of the authors or sponsors of their resources and ask the following questions:

- What information do they write about?
- What organizations do they belong to?

Have students determine if their sources are truly credible and usable. Students discover that all websites have an author and ultimately, bias. They need to determine those biases before accepting the website as a source.

## Standardized Test Sample Question Stems

Write an explanatory essay about art created from found or recycled items. Your essay must be based on ideas and information that can be found in the “Art from Found Items” passage set. Be sure to use evidence from multiple sources; and avoid overly relying on one source.

### W.5.8 (Prior Grade Standard)

**Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**

### W.7.8 (Future Grade Standard)

**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.**



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

<p><b>W. 6. 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Essential Components</b> <b>W.6.9.a-b</b></p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze/analysis</li> <li>-draw</li> <li>-evidence</li> <li>-informational texts</li> <li>-literary texts</li> <li>-reflection</li> <li>-research</li> </ul>
<p><b>CCR Anchor:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>-Analyze literary and informational texts</li> <li>-Draw evidence from literary and informational texts for analysis, reflection, and research</li> </ul> <p><b>*Extended Understanding</b></p> <ul style="list-style-type: none"> <li>-Close reading</li> </ul>	
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b> The student can draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b> The student can identify evidence in literary and informational texts that supports analysis, reflection, and research.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b> The student can analyze literary and informational texts. The student can engage in analysis, reflection, and research.</p>	
<p><b>Career Connections</b></p> <p><a href="http://www.ccssoh.us/ELA6-12.aspx">http://www.ccssoh.us/ELA6-12.aspx</a> (Click on Career Connections for English Language Arts)</p>		

## Question Ideas

What evidence can you draw from the passage to support your analysis?

What evidence can you draw from the passage to support your reflection?

What evidence can you draw from the passage to support your research?

What evidence will you use from *Maus II* to answer this analytical prompt: Write an essay in which you analyze Vladek Spiegelman’s complex character as it develops through such literary techniques as structure, imagery, and irony.

What evidence will you use from *Animal Farm* to answer this reflective prompt: Write an essay in which you decide and reflect upon the three most important lessons learned from *Animal Farm*.

## Common Core Appendices Support

*Appendix C Samples of Student Writing*: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

**Writing Instruction for Struggling Adolescent Readers: A Gradual Release Model.** By Fisher, Douglas and Nancy Frey. *Journal of Adolescent and Adult Literacy*. This model can be found electronically at INFOhio’s EBSCOhost, Professional Search: Teachers and Administrators, at <http://www.infohio.org/default.html>.

### Standardized Test Sample Question Stems

Write an explanatory essay about art created from found or recycled items. Your essay must be based on ideas and information that can be found in the “Art from Found Items” passage set. Be sure to use evidence from multiple sources; and avoid overly relying on one source.

### W.5.9 (Prior Grade Standard)

**Draw evidence from literary or informational texts to support analysis, reflection, and research.** [Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).]

### W.7.9 (Future Grade Standard)

**Draw evidence from literary or informational texts to support analysis, reflection, and research.** [Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).]

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Writing, Grade 6

**W. 6. 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.**

**Essential Understanding**  
 -Produce varied writing pieces (paragraphs, essays, reports, arguments, narratives, informational/explanatory texts, etc.) for a range of discipline-specific tasks, a variety of purposes, and diverse audiences.

**\*Extended Understanding**  
 -Evaluate your own writing

**Academic Vocabulary/Language**

- audience
- discipline-specific
- extended
- purpose
- range
- reflection
- research
- revision
- routinely
- tasks
- time frame
- writing process

**CCR Anchor:** 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.

**ULTIMATE LEARNING TARGET TYPE: SKILL**

**BROAD LEARNING TARGETS:**

**The student can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

**Underpinning Knowledge Learning Targets:**

**The student can identify tasks, purposes, and audience for shorter and extended time frame writings.**

**Underpinning Reasoning Learning Targets:**

**The student can reflect on and revise his/her own writing.**

**Underpinning Skill Learning Targets:**

**The student can research proficiently.**

**Underpinning Product Learning Targets:**

**The student can produce writings appropriate for shorter and extended time frames in a variety of text types.**

**Career Connections**

<http://www.ccsok.us/ELA6-12.aspx>

(Click on Career Connections for English Language Arts)

## Question Ideas

Over the next three weeks, you will compose a research paper on \_\_\_\_\_. Complete each of the following tasks: Choose topic, Conduct research and compile research notes, Produce an annotated bibliography of your credible and relevant sources, Make an outline of your paper, Write a draft of your paper, Have a peer edit your paper, Have a conference with the teacher concerning ways to revise your paper, Compose your final draft with sources cited in the text and on the works cited page.

Answer this prompt in ten minutes: Explain **how** each of the following pairs of characters from *Jane Eyre* acts as foils or parallels: Rochester and St. John Rivers, Blanche Ingram and Jane Eyre, Aunt Reed and Miss Temple, the Reed sisters and the Rivers sisters.

Answer this prompt in one class period: A recurring theme in literature is the classic war between a passion and responsibility. For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some other emotion or drive may conflict with moral duty. In *Spendors and Grooms*, show clearly the nature of the conflict, its effects upon the character, and its significance to the work. Use ABTATO, PETs, TOO to organize your paper. Prepare the essay for a college audience.

Select a line, paragraph, or a moment or scene in our novels that you find especially memorable. Identify the line or the passage, explain its relationship to the work in which it is found, and analyze the reasons for its effectiveness. You have 30 minutes to complete this assignment.

What steps are involved in the writing process?

## Common Core Appendices Support

*Appendix C Samples of Student Writing:* Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

### Entrance/Exit Slips

Students of all levels can succeed at writing Entrance/Exit slips. These one-sentence summaries or responses to teacher questions allow students to demonstrate understanding of a topic or lesson. These also may take the form of reflective writing.

### W.5.10 (Prior Grade Standard)

**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.**

### W.7.10 (Future Grade Standard)

**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.**