



WRITING

I can write arguments to support claims with clear reasons and relevant evidence.

- I can define, identify, and use argument, claim, warrant, and counterclaim.
- I can recognize and use strategies and techniques for introducing, organizing, and concluding arguments.
- I can recognize and use strategies and techniques for supporting claims and creating cohesion among claims, reasons, and evidence.
- I can analyze the accurateness and credibility of sources and evaluate the clarity, logic, and relevance of reasons and evidence.
- I can distinguish between formal and informal writing styles and use formal style in argument writing.
- I can distinguish between logos, pathos, and ethos; and use logos for argument writing.
- I can demonstrate an understanding of a topic/text through argument writing.
- I can use correct MLA format for in-text citations and works cited pages.

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

- I can define, identify, and use cohesive transitions, precise language, and domain-specific vocabulary.
- I can recognize and use strategies and techniques for introducing (including previewing), organizing (definition, classification, comparison/contrast, and cause/effect), and concluding informational/explanatory texts that examine topics and convey ideas, concepts, and information on that topic.
- I can analyze the credibility of sources and relevant content for informational/explanatory topics.
- I can distinguish between formal & informal writing styles and use formal style in informational/explanatory writing.
- I 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 informational/explanatory writing.
- I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of informational/explanatory texts.
- *I can use correct format for in-text citations and works cited pages.

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

- I can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), and narrative techniques (dialogue, flashback, pacing . . .).
- I can define, identify, and use transitional words, phrases, and clauses to connect sequences of events, shifts in time, and changes in settings.
- I can define, identify, and use grade-level appropriate vocabulary and figurative language to capture action and convey experiences and/or events.
- I can engage and orient the reader by establishing a context, providing a point of view, and introducing a narrator and/or characters.
- I can organize an event sequence that unfolds naturally and logically.
- I can provide a conclusion that follows from the narrated experiences or events.

Text Types and Purposes

I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- I can identify and understand varied writing tasks, purposes, and audiences.
- I can identify and understand varied methods of writing development, organization, and style.
- I can determine the writing task, purpose, and audience.
- I can match varied methods of development, organization, and style of writing to varied tasks purposes, and audiences.

I can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.

I can focus on and strengthen how well purpose and audience have been addressed in my writing.

- I can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.
- I 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.
- I can determine the writing purpose and audience.
- I can demonstrate command of grade-level language standards (L.7.1-3).

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

I can link to and cite sources while collaborating with others or producing/publishing writing.

- I 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.
- I can download, save, upload, and attach varied formats of files and sources.

Production and Distribution of Writing

I can conduct short research projects to answer a question, drawing on several sources.

I can generate additional, related questions for short research projects.

- I can identify information pertinent to an inquiry gained through researching several sources.
- I can integrate information pertinent to an inquiry gained through researching several sources.
- I can demonstrate proficient use of research skills.

Research to Build and Present Knowledge

I can gather relevant, accurate, and credible information from print and digital sources by determining effective search terms.

I can avoid plagiarism when quoting and paraphrasing the data and conclusions of others.

I can cite bibliographic source information for in-text citations and on works cited pages.

- I can define and identify plagiarism.
- I can assess the accuracy and credibility of sources.
- I can assess the relevance of information from print and digital sources.

I can draw evidence from literary or informational texts to support analysis, reflection, and research.

- I can identify evidence in literary and informational texts that support analysis, reflection, and research.
- I can analyze literary and informational texts.
- I can engage in analysis, reflection, and research.

Range of Writing

I 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).

- I can identify tasks, purposes, and audience for shorter and extended time frame writings.
- I can reflect on and revise my own writing.
- I can research proficiently.
- I can produce writings appropriate for shorter and extended time frames in a variety of text types.