



# 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 connecting claims to reasons and evidence.
- \_\_ I can analyze the credibility of sources and evaluate the clarity 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 relational transitions, precise language, and domain-specific vocabulary.
- \_\_ I can recognize and use strategies and techniques for introducing, 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.
- \_\_ I can engage and orient the reader by establishing a context 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 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 demonstrate command of grade-level language standards (L.6.1-3).

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

- \_\_ I can demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- \_\_ 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.

## Production and Distribution of Writing

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

- \_\_ I can refocus the inquiry of short research projects when appropriate.
- \_\_ 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 and credible information from print and digital sources.
- \_\_ 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 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.