

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

NHSD Literacy Curriculum Companion

Reading and Writing as
Thinking, K-12

January 2014

New Hope-Solebury School District
K-12 Literacy Curriculum Companion
Reading and Writing as Thinking

Purpose

The purpose of the K-12 Literacy Curriculum Companion is to provide guidance to New Hope-Solebury School District’s educators in the implementation and execution of the Pennsylvania Core Standards. This document begins with the articulation of instructional non-negotiables for reading and writing instruction. Further, the curriculum companion also contains information about reading and writing standards, including work with complex texts, word study, and grammar foci.



Supporting Classroom Instruction and Assessment

This curriculum companion provides educators with specific language about expectations for instruction in the classroom and also articulates the increasing complexity that must be evidenced in instruction and assessment. Increasing complexity is a hallmark of the PA Core Standards, and, as such, it is incumbent upon our district to develop curriculum that helps students meet expectations independently and successfully as we endeavor to help our students become world class performers and successful citizens.

Developing and Sustaining a Common Language and Common Experiences

The aim of this curriculum companion is to promote and sustain a common language for Reading/English Language Arts from K-12. This common language shall be derived from the PA Core Standards and shall promote strong student achievement because of the alignment of all instruction. The PA Core Standards, as articulated in this document, shall offer common experiences for all students in the New Hope-Solebury School District. As such, the PA Core Standards provide the minimum metric for teachers to use as guidance to implement the curriculum in their individual classrooms.

Instructional Non-Negotiables

Reading	Writing
<p>Reading instruction shall take place in all disciplines.</p> <p>Shared reading and teacher modeling shall be used to demonstrate the reading process and appropriate strategies.</p> <p>Mentor texts shall be used to exemplify reading strategies.</p> <p>Read-alouds shall be used to model and demonstrate reading strategies. Read alouds shall also support listening comprehension.</p> <p>Think-alouds shall be used to model thinking and construct meaning while reading.</p> <p>Instructional structures shall include</p> <ul style="list-style-type: none"> • Whole class learning • Small group learning– collaborative practice • Independent practice • Guided Discussion – teacher facilitates and models the process of active participation in discussions based on the readings <p>Anchor lessons and anchor charts shall be created with the students to record instruction and thinking about a text, lesson, or strategy.</p> <p>Vocabulary shall be taught directly and explicitly at all grade levels. Additionally, vocabulary shall be reinforced through reading and writing in context.</p>	<p>Writing instruction takes place in all disciplines.</p> <p>Writing instruction includes:</p> <ul style="list-style-type: none"> • Mini-lessons on the craft or conventions of writing specific to the discipline or content area • Teacher/student conferences • Revising, editing, and publishing writing pieces • Independent writing time during class <p>Shared writing (teacher and students) shall include the creation of anchor charts relevant to the topic of study.</p> <p>Teachers shall model writing techniques and strategies.</p> <p>Writing instruction shall include the use of mentor texts that are specific to the discipline or content area.</p> <p>Focused word study instruction (at a separate time) shall be inclusive of:</p> <ul style="list-style-type: none"> • Grades K – 5: A daily investigation of the relationship between and among sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently • Grades 6 – 12: Vocabulary instruction on content specific words that will be integrated into writing <p>Grammar and mechanics instruction shall occur both in isolation as direct instruction and shall be practiced in context during writing time in grades K-6. In grades 7-12, grammar shall be reinforced at the revising and editing stages, and as instruction is needed, using authentic student writing pieces.</p>

Big Ideas for Reading Foundational Skills

These standards foster understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. (Common Core State Standards, 2010)

Print Concepts	Grades K-1: Students will demonstrate understanding of organization and basic features of print.
Phonological Awareness	Grades K-1: Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition	Grades K-5: Students will know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Grade K: Students will read emergent reader texts with purpose and understanding. Grades 1-5: Students will read with sufficient accuracy and fluency to support comprehension.

Big Ideas for Reading Literature and Information Texts

Kindergarten	
Literary	Informational
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, retell familiar stories, including key details. • With prompting and support, identify characters, settings, and major events in a story. 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the main topic and retell key details of a text. • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

First Grade	
Literary	Informational
<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Describe characters, settings, and major events in a story using key details. 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Second Grade	
Literary	Informational
<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Recount stories, including fables and folk tales from diverse cultures, and determine their central message, lesson, or moral. • Describe how characters in a story respond to major events and challenges. 	<ul style="list-style-type: none"> • Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Third Grade	
Literary	Informational
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Recount stories, including fables, folk tales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

Fourth Grade	
Literary	Informational
<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text; summarize the text • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea of a text and explain how it is supported by key details; summarize the text. • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Fifth Grade	
Literary	Informational
<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Sixth Grade	
Literary	Informational
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Describe how the plot of particular stories or dramas unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Seventh Grade	
Literary	Informational
<ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Eighth Grade	
Literary	Informational
<ul style="list-style-type: none"> • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 	<ul style="list-style-type: none"> • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Ninth and Tenth Grades	
Literary	Informational
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Eleventh and Twelfth

Grades

Literary

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Informational

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Big Ideas for Word Study

Word study incorporates skills that build throughout kindergarten to eighth grade and are then utilized and integrated into student writing in high school. The foundational non-negotiable skills for each grade level are represented in the chart below. The skill(s) shall be incorporated into writing and reading instruction in order to ensure that students master the skill(s) by the end of the school year. Instruction that reinforces, expands, and enhances the non-negotiable skills from the preceding grade levels should also be incorporated into instruction since these skills build on one another in order to support the ongoing development of effective and efficient readers and writers.

Grade Levels	Key Instructional Skills
K	Phonics (Letter names and sounds)
1	Phonics (consonants, vowels, one syllable words with short and long vowels)
2	Phonics (digraphs, blends, and other vowel combinations)
3	Phonics (inflected endings and syllables)
4	Suffixes, prefixes, final syllables
5	Base and root words
6-8	Greek and Latin base and root words
9-12	Integrated expectations in writing

Big Ideas for Grammar

Grammar is a skill that builds throughout Kindergarten to Eighth Grade and is then utilized and integrated into student writing in high school. The foundational non-negotiable skills for each grade level are represented in the pyramid below. The skill(s) are to be mastered by the end of the school year. Instruction that reinforces, expands, and enhances the non-negotiable skills from the preceding grade levels should also be incorporated into instruction since these skills build on one another in order to support the ongoing development of effective and efficient readers and writers.

Grade Levels	Key Instructional Skills
K	Sentences with capital letters and end punctuation
1	Sentences with capitalization, varied end punctuation, and proper nouns
2	Sentences with adjectives and adverbs
3	Paragraphs with topic sentences
4	Paragraphs with complex sentences
5	Multiple paragraphs sequentially organized; use of commas, question marks, and compound sentences
6-8	Standard grammar and usage, parentheses, and dashes
9-12	Integrated expectations in writing

Big Ideas for Writing

Kindergarten

Opinion piece:

Students use a combination of drawing and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion or preference about the topic.

Narrative:

Students use a combination of drawing and writing to narrate a single event, tell about the events in the order in which they occur, and provide a reaction to what happened.

Informational/Explanatory piece:

Students use a combination of drawing and writing to compose informational/explanatory texts in which they name what they are writing about and supply some information about the topic.

Shared Research:

Students participate in shared research and writing projects to express knowledge and understanding of new learning.

First Grade

Opinion piece:

Students write opinion pieces in which they introduce the topic they are writing about, state an opinion, and provide some sense of closure.

Narrative piece:

Students write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Informational/Explanatory piece:

Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Shared Research:

Students participate in shared research and writing projects on a given topic to create “how to” books or to share new knowledge and understanding on the topic

Second Grade

Opinion piece:

Students write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

Narrative piece:

Students write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings; use temporal words to signal event order, and provide a sense of closure.

Informational/Explanatory piece:

Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research:

Students participate in shared research and writing projects on a single topic to produce a report or record science observations.

Third Grade

Opinion piece:

Students write opinion pieces supporting a point of view with reasons by doing the following:

- Introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases to connect opinion and reasons.
- Provide a concluding statement or section.

Narrative piece:

Students write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences by doing the following:

- Establish a situation and introduce a narrator and/or characters.
- Organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events.
- Use temporal words and phrases to signal event order
- Provide a sense of closure.

Informational/Explanatory piece:

Students write informative/explanatory texts to examine a topic and convey ideas and information clearly by doing the following:

- Introduce a topic and group related information together.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases to connect ideas within categories of information.
- Provide a concluding statement or section.

Research

- Students conduct short research projects that build knowledge about a topic.

Fourth Grade

Opinion piece:

Students write opinion pieces on topics or texts, supporting a point of view with reasons and information by doing the following:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases.
- Provide a concluding statement or section related to the opinion presented.

Narrative piece:

Students write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences by doing the following:

- Orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events.
- Use a variety of transitional words and phrases 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 events or sequences.

Informational/Explanatory piece:

Students write informative/explanatory texts to examine a topic and convey ideas and information clearly by doing the following:

- Introduce a topic clearly and group related information in paragraphs and sections.
- Include formatting (headings, labels, captions, etc.) from illustrations, and multi-media.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases.
- Use precise language and domain specific vocabulary to inform readers about the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Research

- Students conduct short research projects that build knowledge through investigation of different aspects of a topic.

Fifth Grade

Opinion piece:

Students write opinion pieces on topics or texts, supporting a point of view with reasons and information by doing the following:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses.
- Provide a concluding statement or section related to the opinion presented.

Narrative piece:

Students write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences by doing the following:

- Establish a situation and introduce a narrator and/or characters, and organize an event sequence.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words, phrases, and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experience or events.

Informational/Explanatory piece:

Students write informative/explanatory texts to examine a topic and convey ideas and information clearly by doing the following:

- Introduce a topic clearly, provide a general observation and focus, and group related information in paragraphs and sections.
- Include formatting (headings, labels, captions, etc.) from illustrations, and multi-media.
- 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 and phrases.
- Use precise language and domain-specific vocabulary to inform about the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Research:

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

Sixth Grade

Opinion piece:

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

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

Narrative:

Students 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 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 convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Informative/Explanatory piece:

Students 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; 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 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 the information or explanation presented.

Research:

- Students will conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Seventh Grade

Opinion piece:

Students 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 to 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.

Narrative piece:

Students 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 convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Informative/Explanatory piece:

Students 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 to 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.

Research:

Students will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Eighth grade

Opinion piece:

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

- Introduce claim(s), acknowledge and distinguish the claim(s) from 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 to clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Narrative piece:

Students 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, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- 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.

Informative/Explanatory:

Students 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and to 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.

Research:

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Ninth and Tenth Grade

Opinion piece:

Students write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Narrative piece:

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Informational/Explanatory:

Students write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument.

Research:

Conduct short as well as sustained research projects to answer a question or solve a problem.

- Synthesize multiple sources on topics from relevant literary and informational print and digital sources.
- Use advanced searches effectively and assess the usefulness of each source.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Eleventh and Twelfth Grade

Opinion piece:

Students write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Narrative:

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Informational/Explanatory:

Students write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Research:

Conduct short as well as sustained research projects to answer a question or solve a problem.

- Synthesize multiple sources on the topics from relevant literary and informational print and digital sources in order to avoid overreliance on any one source.
- Use advanced searches effectively and assess the usefulness of strengths and limitations of each source in terms of the task, purpose, and audience.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

