

Writing: Text Types and Purposes – Opinion/Argumentative Organization

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
E03C1.1.1a Identify one opinion	E04C1.1.1a Identify an opinion about a topic	E05C1.1.1a Provide an opinion on a topic	E06C1.1.1a Introduce a claim	E07C1.1.1a Identify both sides of an argument or claim	E08C1.1.1a State a claim and at least one counterclaim	CC1.4.1112a Include both sides of argument or claim, supporting evidence and conclusion
<b>Intent</b> Determine the student's position or belief about any topic	<b>Intent</b> Given a topic or topics, determine the student's position or belief	<b>Intent</b> Given a specific topic, generate the student's position or belief	<b>Intent</b> Determine the introduction that states the student's position or belief	<b>Intent</b> Given a topic or topics, determine the student's position and an opposing position	<b>Intent</b> Generate the student's position and at least one opposing position	<b>Intent</b> Generate the student's position and opposing position with one or more facts supporting each position, and restate the position at the end
					E08C1.1.1b Identify an organizational statement that describes the structure	
					<b>Intent</b> Determine a logical sequence to present the reasons or evidence that support the student's position	
E03C1.1.2a Support opinion with at least one detail	E04C1.1.2a Provide two or more details that support the opinion	E05C1.1.2a Provide two or more details that support the reason for opinion	E06C1.1.2a Use two evidence statements to support claim	E07C1.1.2a Identify one piece of evidence to support each side of argument or claim	E08C1.1.2a Use reason and evidence to support claim	CC1.4.1112Ha Maintain focus to support the claim
<b>Intent</b> Determine at least one piece of evidence that justifies the student's position or belief	<b>Intent</b> Generate two or more pieces of evidence that justify the student's position or belief	<b>Intent</b> Generate two or more pieces of evidence to justify the reason for the student's position or belief	<b>Intent</b> Generate two distinct statements of evidence to justify the student's position or belief	<b>Intent</b> Determine one piece of evidence that justifies the student's position and an one piece of evidence that justifies an opposing position	<b>Intent</b> Generate statements that connect evidence to reasons to justify the student's position or belief	<b>Intent</b> Generate statements, evidence and reasons that are relevant to justify the student's position or belief
E03C1.1.3a Identify a linking word	E04C1.1.3a Complete a sentence when given a linking word	E05C1.1.3a Identify words to link the opinion and reasons	E06C1.1.5a Identify an ending statement	E07C1.1.5a Identify an ending statement	E08C1.1.5a Provide an ending statement	

<b>Intent</b> Determine a word that connects pieces of evidence	<b>Intent</b> Given a linking word, connect the student's position or belief to the evidence to complete a statement	<b>Intent</b> Determine words/phrases to connect the student's position or belief to reasons	<b>Intent</b> Determine a restatement of the student's position or belief	<b>Intent</b> Determine a restatement of the student's position or belief	<b>Intent</b> Generate a restatement of the student's position or belief	
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**Writing: Text Types and Purposes – Informative/Explanatory**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
E03C1.2.1a Identify one topic	E04C1.2.1a Introduce a topic	E05C1.2.1a Introduce a topic	E06C1.2.1a Select a strategy such as definition or compare/contrast to introduce a topic	E07C1.2.1a Use a strategy such as definition or compare/contrast to introduce a topic	E08C1.2.1a Use a strategy such as definition, classification, or compare/contrast, to introduce a topic	CC1.4.1112Ba Maintain focus on a particular topic
<b>Intent</b> Determine a focus area to share factual information	<b>Intent</b> Determine the introduction to the focus area to share factual information	<b>Intent</b> Determine the introduction to the focus area to share factual information	<b>Intent</b> Determine a way to introduce the focus area using similarities and differences or meaning	<b>Intent</b> Introduce the focus area using similarities and differences or meaning	<b>Intent</b> Introduce the focus area using similarities and differences, organizing items into groups or by meaning	<b>Intent</b> Generate an informational product that stays on one topic
						CC1.4.1112Da Organize writing with introduction, supporting details, and conclusions
						<b>Intent</b> Given a structure, produce components that include a topic, key ideas or related facts and closing
E03C1.2.2a Support topic with at least one detail	E04C1.2.2a Develop the topic with one or more details	E05C1.2.2a Provide two or more facts or details about the topic	E06C1.2.2a Identify relevant facts or concrete details to support topic	E07C1.2.2a Generate on-topic supporting details	E08C1.2.2a Use at least two types of supporting details (e.g., definition and facts)	CC1.4.1112Ca Include beginning topic, appropriate details, and then conclusion
<b>Intent</b> Determine at least one fact that supports the focus area	<b>Intent</b> Determine one or more facts that support the focus area	<b>Intent</b> Generate two or more facts that support the focus area	<b>Intent</b> Determine facts that best support the focus area	<b>Intent</b> Produce facts that best support the focus area	<b>Intent</b> Produce at least two different ways that best support the focus area, such as defining it or finding facts and other related examples	<b>Intent</b> Generate a product that includes a topic, key ideas or related facts and closing

						CC1.4.1112Cb Choose appropriate words/phrases to address a specific audience
						Determine language that is appropriate for the intended reader
E03C1.2.3a Identify a linking word	E04C1.2.3a Complete a sentence when given a linking word	E05C1.2.3a Identify words to link the topic and details				
<b>Intent</b> Determine a word that connects the facts	<b>Intent</b> Given a linking word, connect the focus area to the facts to complete a statement	<b>Intent</b> Determine words/phrases to connect the focus area to the facts				
			E06C1.2.4a Identify vocabulary specific to a topic	E07C1.2.4a Identify vocabulary specific to a topic	E08C1.2.4a Identify vocabulary specific to a topic	CC1.4.1112Ka Identify and/or use vocabulary specific to a real-world topic
			<b>Intent</b> Determine content specific words related to the focus area	<b>Intent</b> Determine content specific words related to the focus area	<b>Intent</b> Determine content specific words related to the focus area	<b>Intent</b> Determine and/or produce content specific words related to the real-world focus area
			E06C1.2.6a Identify an ending statement	E07C1.2.6a Identify an ending statement	E08C1.2.6a Provide an ending statement	
			<b>Intent</b> Determine a way to bring the product to a close	<b>Intent</b> Determine a way to bring the product to a close	<b>Intent</b> Generate a way to bring the product to a close	
						CC1.4.1112Va Identify a question and find answer using reference material
						<b>Intent</b> Form a question and demonstrate understanding of a topic using source material

						CC1.4.1112Aa Convey ideas and information around content-related topic
						<b>Intent</b> Generate information that is clear and accurate

Writing: Text Types and Purposes - Narrative						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
E03C1.3.1a Identify one situation to describe	E04C1.3.1a Identify a topic for a narrative	E05C1.3.1a Introduce a topic for a narrative	E06C1.3.1a Introduce a topic for a narrative that includes at least two	E07C1.3.1a Select a topic for a narrative about at least two characters	E08C1.3.1a Provide a topic for a narrative about at least two characters	CC1.4.1112Ma Relate personal experiences with self-reflection
<b>Intent</b> Determine a real or imaginary experience or event to describe	<b>Intent</b> Determine a focus area to share real or imaginary experiences	<b>Intent</b> Determine introduction to the focus area of the real or imaginary experience	<b>Intent</b> Determine at least two characters to include in the introduction to the real or imaginary experience	<b>Intent</b> Given a prompt, determine a topic that conveys a real or imaginary experience in a product that is about at least two characters	<b>Intent</b> Generate a topic for a product that conveys a real or imaginary experience that is about at least two characters	<b>Intent</b> Generate a product about a real experience and its effect on the writer
E03C1.3.1b Identify an event in the sequence	E04C1.3.1b Identify the sequence of two events in the narrative	E05C1.3.2a Convey two events in sequence	E06C1.3.2a Convey two or more events	E07C1.3.2a Convey at least three events in the story	E08C1.3.2a Convey at least three events sequentially	
<b>Intent</b> Determine one important thing that happens in the situation	<b>Intent</b> Determine the order of two important things that happen in the narrative	<b>Intent</b> Generate two important things that happen in order	<b>Intent</b> Generate two or more important things that happen	<b>Intent</b> Generate three or more important things that happen	<b>Intent</b> Generate three or more important things that happen in order	
		E05C1.3.3a Identify transition words that convey sequence	E06C1.3.3a Describe sequence of two or more events using transitional words	E07C1.3.3a Convey sequencing using transitional words	E08C1.3.3a Convey sequencing or setting change using one or more transitional words	
		<b>Intent</b> Determine a word that shows order of events	<b>Intent</b> Generate the order of two or more important things that happen using words like first, then, etc.	<b>Intent</b> Generate the order of three or more events using words like before, next, finally, etc.	<b>Intent</b> Generate the order of events or change of time or place using words like before that, later, by the time, meanwhile, etc.	
E03C1.3.4a Identify an ending	E04C1.3.5a Provide a concluding statement	E05C1.3.5a Provide a concluding statement	E06C1.3.5a Provide a concluding statement	E07C1.3.5a Provide the conclusion	E08C1.3.5a Provide the conclusion	

<b>Intent</b> Determine a way to bring the situation to a close	<b>Intent</b> Generate a way to bring the experience to a close	<b>Intent</b> Generate a way to bring the experience to a close	<b>Intent</b> Generate a way to bring the experience to a close	<b>Intent</b> Generate a way to bring the product to a close	<b>Intent</b> Generate a way to bring the product to a close	
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Writing: Language: Conventions of Standard English

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
E03D1.1.9a Produce a simple sentence	E04D1.1.6a Produce simple sentences	E05D1.1.6a Use simple sentences	E06D1.1.6a Produce a complete sentence			
<b>Intent</b> Generate a complete thought with a noun and verb			<b>Intent</b> Using any sentence structure, generate a complete thought with a subject and predicate			
E03D1.2.1a Capitalize appropriate words	E04D1.2.1a Capitalize appropriate words					
<b>Intent</b> Use upper case letters for words like proper names, cities, states, etc.	<b>Intent</b> Use upper case letters for words like proper names, cities, states, etc.					