

## Grade 11 • Claim 2 • Writing Targets

Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

**1a Write Brief Texts:** Apply **narrative** techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).

DOK 3

**1b Revise Brief Texts:** Apply **narrative** techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).

DOK 2

#### Standards:

**W-3a** 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.

**W-3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W-3c** 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).

**W-3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W-3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**2 Compose Full Texts:** The CCSS places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the Smarter Balanced Summative Assessment; however, the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.

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Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

**3a Write Brief Texts:** Apply a variety of strategies when writing one or more paragraphs of **explanatory** text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implication or the significance of a topic).

DOK 3

**3b Revise Brief Texts:** Apply a variety of strategies when revising one or more paragraphs of **explanatory** texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

DOK 2

#### Standards:

**W-2a** 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.

**W-2b** 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.

**W-2c** 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.

**W-2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W-2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W-2f** 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).

**W-8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the 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 overreliance on any one source and following a standard format for citation.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**4 Compose Full Texts:** Write full **explanatory** texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).

DOK 4

#### Standards:

#### See 3a and 3b

**W-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W-5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

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### Writing Targets

**5 Use Text Features: [Not assessed in summative assessment]** Employ text features and visual components appropriate to purpose and style.

DOK 2

**Standards:**

**W-2a** 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.

**6a Write Brief Texts:** Apply a variety of strategies when writing one or more paragraphs of text that express **arguments** about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 3

Standards: W-1a–e, and/or 8, 9

**6b Revise Brief Texts:** Apply a variety of strategies when revising one or more paragraphs of text that express **arguments** about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 2

Standards: W-1a–e

**Standards:**

**W-1a** 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.

**W-1b** 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.

**W-1c** 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.

**W-1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W-1e** Provide a concluding statement or section that follows from and supports the argument presented.

**W-8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the 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 overreliance on any one source and following a standard format for citation.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

**7 Compose Full Texts:** Write full **arguments** about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 4

**Standards:**

**See 6a and 6b**

**W-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W-5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

**8 Language and Vocabulary Use:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

DOK 1, 2

**Standards:**

**W-2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W-3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**L-6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**9 Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.

DOK 1, 2

**Standards:**

**L-1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L-2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**10 Technology: [Not assessed in summative assessment]** Use tools of technology to gather information, make revisions, or produce texts.

DOK 1, 2

**Standards:**

**W-6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.