

TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write <b>arguments</b> focused on <i>discipline-specific content</i> .			
	Introduce claim(s) about topic or issue; acknowledge & distinguish claim(s) from alternate or opposing claims; organize reasons and evidence logically.			
	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.			
	Use words, phrases, and clauses to create cohesion and 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.			
<b>Writing Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>Write informative/explanatory texts</b> , including the narration of historical events, scientific procedures/experiment, or technical procedures.			
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
	Develop the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
	Use appropriate and varied transitions to create cohesion and 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 and objective tone.			
	Provide a concluding statement or section that follows from and supports the information or explanation presented.			
<b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p><b>Not applicable as a separate requirement.</b></p> <p><b>History/Social Studies:</b> Incorporate narrative accounts into analyses of individuals or events of historical import.</p> <p><b>Science/Technical Subjects:</b> Write precise enough descriptions of step-by-step procedures used in investigations/technical work that others can replicate them and (possibly) reach the same results.</p>			

PRODUCTION AND DISTRIBUTION OF WRITING		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<b>Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			
<b>Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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.			
<b>Writing Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
<b>Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Standard 10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks/purposes/audiences.	Write routinely over extended time frames (time for research reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			