

WRITING Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Text Type and Purposes	
Core Cluster	W.11-12.1.a-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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.
Essential Elements	EE.W.11-12.1.a-e Write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can write an argument to support a claim after studying a topic or reading a text. 3. I can write an argument to support a claim after studying a given topic or reading a text. 2. I can choose an argument to support a claim after studying a given topic or reading a text. 1. I can identify an argument to support a claim after studying a given topic or reading a text.
Text Type and Purposes	
Core Cluster	W.11-12.1.b-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counter claims 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Essential Elements	EE.W.11-12.1.b-e Write arguments to support claims. b. Support claims with reasons and evidence drawn from text. c. Not applicable d. Not applicable e. Not applicable
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can support claims from a text with reasons and evidence. 3. I can support claims from a given text with reasons and evidence. 2. I can choose claims from a given text with reasons and evidence. 1. I can identify claims from a given text with reasons and evidence.

WRITING Anchor Standard 2: Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<i>Text Type and Purposes</i>	
Core Cluster	W.11-12.2.a-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. 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.
Essential Elements	EE.W.11-12.2.a-f Write to share information supported by details. a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia on my own. 3. I can introduce a topic and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia on my own. 2. I can choose a topic to write a sentence that conveys ideas, concepts, and information including visual, tactual, or multimedia. 1. I can participate in a shared writing activity about a topic that conveys ideas, concepts, and information including visual, tactual, or multimedia.
<i>Text Type and Purposes</i>	
Core Cluster	W.11-12.2.b-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. 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.
Essential Elements	EE.W.11-12.2.b-f Write to share information supported by details. b. Develop the topic with relevant facts, details, or quotes.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can develop a topic with facts, details, and quotes. 3. I can develop a topic with facts, details, or quotes. 2. I can select facts, details, or quotes related to the topic. 1. I can identify objects, artifacts, quotes or other information related to the topic.
<i>Text Type and Purposes</i>	
Core Cluster	W.11-12.2.c-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. 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.
Essential Elements	EE.W.11-12.2.c-f Write to share information supported by details. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1	4. I can write 3 or more complete, simple, compound and complex sentences. 3. I can write 2 or more complete simple, compound and complex sentences. 2. I can write 1 or more complete simple, compound and complex sentences.. 1. I can construct a compound and complex sentence.

Text Type and Purposes	
Core Cluster	W.11-12.2.d-f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Essential Elements	EE.W.11-12.2.a-f Write to share information supported by details. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable
I Can Learn Level 4	4. I can use domain specific vocabulary to write 3 or more claims about a topic.
I Can Learn Level 3	3. I can use domain specific vocabulary to write 2 or more claims about a topic.
I Can Learn Level 2	2. I can use domain specific vocabulary from a word bank to write a claim about a topic.
I Can Learn Level 1	1. I can participate in a shared writing activity to write a claim using domain specific vocabulary.
Text Type and Purposes	
Core Cluster	W.9-10.2.f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. 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).
Essential Elements	EE.W.9-10.2.f Write to share information supported by details. f. Providing a closing or concluding statement.
I Can Learn Level 4	4. I can write a closing or concluding statement about my topic.
I Can Learn Level 3	3. I can write a closing or concluding statement.
I Can Learn Level 2	2. I can choose a closing or concluding statement.
I Can Learn Level 1	1. I can participate in a group activity to choose a closing or concluding statement.

WRITING Anchor Standard 3: *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.*

Text Types and Purposes	
Core Cluster	W.11-12.3.a-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Essential Elements	EE.W.11-12.3.a-e Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable
I Can Learn Level 4	4. I can write a narrative that includes multiple characters, supporting details, and sequenced events.
I Can Learn Level 3	3. I can write a narrative that includes one character, supporting details, and sequenced events.
I Can Learn Level 2	2. I can write a narrative that includes at least one character or event.
I Can Learn Level 1	1. I can write a narrative that includes one character or event.

Text Types and Purposes	
Core Cluster	W.11-12.3.c-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. 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).
Essential Elements	EE.W.11-12.3.c-e Write about events or personal experiences. c. Organize the events in the narrative using temporal words to signal order and add cohesion.
I Can Learn Level 4	4. I can write about 4 or more events in a narrative using temporal words to signal order and add cohesion.
I Can Learn Level 3	3. I can write about 3 events in a narrative using temporal words to signal order and add cohesion.
I Can Learn Level 2	2. I can write about 2 events in a narrative using temporal words to signal order and add cohesion.
I Can Learn Level 1	1. I can participate in a shared writing activity to sequence events using temporal words.
Text Types and Purposes	
Core Cluster	W.11-12.3.d-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Essential Elements	EE.W.11-12.3.d-e Write about events or personal experiences. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
I Can Learn Level 4	4. I can write 4 or more sentences using descriptive words phrases to convey a vivid picture.
I Can Learn Level 3	3. I can write 3 or more sentences using descriptive words phrases to convey a vivid picture.
I Can Learn Level 2	2. I can use a word bank to write a descriptive sentence to convey a vivid picture.
I Can Learn Level 1	1. I can participate in a shared activity to write descriptive sentences to convey a vivid picture.
Text Types and Purposes	
Core Cluster	W.11-12.3.e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Essential Elements	EE.W.11-12.3.e Write about events or personal experiences. e. Provide a closing.
I Can Learn Level 4	4. I can write a closing statement related to my paragraph.
I Can Learn Level 3	3. I can write a closing sentence related to my paragraph.
I Can Learn Level 2	2. I choose a closing sentence.
I Can Learn Level 1	1. I can participate in a group activity to choose a closing sentence.

WRITING Anchor Standard 4: *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

Production and Distribution of Writing	
Core Cluster	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Essential Elements	EE.W.11-12.4 Produce writing that is appropriate to a particular task, purpose, and audience.
I Can Learn Level 4	4. I can write a piece that is appropriate for a particular task, purpose, and audience.
I Can Learn Level 3	3. I can write a piece that is appropriate for a particular task, purpose, or audience.
I Can Learn Level 2	2. I can write a piece from a template that is appropriate for a particular task, purpose, or audience.
I Can Learn Level 1	1. I can participate in a shared writing activity that is appropriate for a particular task, purpose, or audience.

WRITING Anchor Standard 5: *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

Production and Distribution of Writing	
Core Cluster	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Essential Elements	EE.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
I Can Learn Level 4	4. I can develop and strengthen writing by planning, revising, editing, and rewriting.
I Can Learn Level 3	3. I can use a rubric to develop and strengthen writing by planning, revising, editing, and rewriting.
I Can Learn Level 2	2. I can brainstorm to develop and strengthen writing by planning, revising, editing, and rewriting.
I Can Learn Level 1	1. I can participate in a shared writing activity to develop and strengthen writing.

WRITING Anchor Standard 6: *Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.*

Production and Distribution of Writing	
Core Cluster	W.11-12.6 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.
Essential Elements	EE.W.11-12.6 Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
I Can Learn Level 4	4. I can use technology and the internet to produce, publish, and revise individual or shared writing projects.
I Can Learn Level 3	3. I can use technology and the internet to produce, publish, or revise individual or shared writing projects.
I Can Learn Level 2	2. I can use the internet to produce, publish, or revise a shared writing project.
I Can Learn Level 1	1. I can use technology to produce, publish, or revise a shared writing project.

WRITING Anchor Standard 7: *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

Research to Build and Present Knowledge	
Core Cluster	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Essential Elements	EE.W.11-12.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.
I Can Learn Level 4	4. I can conduct a research project using three or more sources to answer a question posed by self and others.
I Can Learn Level 3	3. I can conduct a research project using two or more sources to answer a question posed by self and others.
I Can Learn Level 2	2. I can conduct a research project using a source to answer a question posed by self and others.
I Can Learn Level 1	1. I can participate with a group using multiple sources to answer a research question posed by self and others.

WRITING Anchor Standard 8: *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

Research to Build and Present Knowledge	
Core Cluster	W.11-12.8 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.
Essential Elements	EE.W.11-12.8 Write answers to research questions by selecting relevant information from multiple resources.
I Can Learn Level 4	4. I can write answers to research questions by using relevant information from 3 or more sources.
I Can Learn Level 3	3. I can write answers to research questions by using relevant information from 2 or more sources.
I Can Learn Level 2	2. I can write answers to research questions by using relevant information from 2 given sources.
I Can Learn Level 1	1. I can select answers from a given source to answer a research question.

WRITING Anchor Standard 9: *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Research to Build and Present Knowledge	
Core Cluster	W.11-12.9.a-b Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
Essential Elements	EE.W.11-12.9.a-b Cite evidence from literary or informational texts. a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).
I Can Learn Level 4	4. I can cite evidence from a literary text that compare and contrast one another.
I Can Learn Level 3	3. I can identify evidence from a literary text that compare and contrast one another.
I Can Learn Level 2	2. I can choose evidence from a literary text that compare and contrast one another.
I Can Learn Level 1	1. I can participate in choosing evidence from a literary text that compare and contrast one another.
Research to Build and Present Knowledge	
Core Cluster	W.11-12.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses].”).
Essential Elements	EE.W.11-12.9 Cite evidence from literary or informational texts. b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”).
I Can Learn Level 4	4. I can cite evidence from an informational text that compare and contrast one another.
I Can Learn Level 3	3. I can identify evidence from an informational text that compare and contrast one another.
I Can Learn Level 2	2. I can choose evidence from an informational text that compare and contrast one another.
I Can Learn Level 1	1. I can participate in choosing evidence from an informational text that compare and contrast one another.

WRITING Anchor Standard 10: *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, and audiences.*

Range of Writing	
Core Cluster	W.11-12.10 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, and audiences.
Essential Elements	EE.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
I Can Learn Level 4	4. I can write routinely over extended time frames of time for a range of tasks, purposes, and audiences.
I Can Learn Level 3	3. I can follow the writing process over extended time frames for a range of tasks, purposes, and audiences.
I Can Learn Level 2	2. I can write routinely over extended time frames for a range of tasks, purposes, and audiences using graphic organizers.
I Can Learn Level 1	1. I can participate in a shared writing activity for extended time frames for a range of tasks, purposes, and audiences.