

Student Learning Objective: Apply a variety of strategies, techniques, and text structures when writing one or more paragraphs of text appropriate to purpose and audience that connects smoothly and logically to a given text.

ABOVE STANDARD

Students are working to solidify the following skills:

Educator-recommended next-steps and Digital Library resources

ORGANIZING narrative and explanatory/ argumentative texts by writing

- beginnings/introductions that effectively introduce sophisticated narrative elements/ideas or sophisticated theses/claims;
- endings/conclusions that provide resolution and/or reflect the content, and provide implications for more complex ideas/theses/claims;
- transitions that provide cohesion and enhance quality and clarity in more complex texts.

Instructional next steps for ORGANIZATION include analyzing and evaluating increasingly more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use

- effective narrative beginnings or explanatory/argumentative introductions that purposefully introduce ideas/theses/claims;
- effective narrative endings or explanatory/argumentative conclusions that provide closure/resolution/reflection, and follow logically from the ideas/theses/claims made, extending beyond the essay/assignment (e.g., significance, next steps);
- effective transitional strategies that connect narrative elements/ideas, or advance complex theses/arguments, enhancing cohesion and clarity.

Digital Library example:

- [Analyzing Peer Narratives According to Standards-Based Rubric](#)

ELABORATING narrative and explanatory/argumentative texts by writing

- details (including sensory language and dialogue) that enhance or clarify story elements (e.g., character development, turning point, conflict, etc.) in increasingly more complex narratives.
- supporting details/evidence that strengthen ideas/theses/claims in increasingly more complex texts.

Instructional next steps for ELABORATION include analyzing and evaluating increasingly more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use

- purposeful and effective descriptive/sensory details and dialogue in complex narrative texts;
- effective support for increasingly more sophisticated ideas/theses/arguments (and, when relevant, address counterclaims) including the selection and development of compelling, relevant evidence.

Digital Library example:

- [Rhetorical Analysis of Contemporary Non-Fiction](#)

AT/NEAR STANDARD

Students are working to solidify the following skills:

Educator-recommended next-steps and Digital Library resources

ORGANIZING narrative and explanatory/ argumentative texts by writing

- beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict) and ideas or theses/claims;
- endings/conclusions that provide resolution and/or reflect the content, and/or provide implications or significance of texts;
- transitions that provide cohesion in texts.

Instructional next steps for ORGANIZATION include analyzing and evaluating more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use

- effective narrative beginnings or explanatory/argumentative introductions that purposefully introduce ideas/theses/claims;
- effective narrative endings or explanatory/argumentative conclusions that provide closure/resolution/reflection, and follow logically from the ideas/theses/claims made, extending beyond the essay/assignment (e.g., significance, next steps);
- effective transitional strategies that connect narrative elements/ideas, or advance theses/arguments, enhancing cohesion and clarity, beyond simple words/phrases to connect ideas.

Digital Library examples:

- [Developing Criteria and Evidence for a Compare and Contrast Essay](#)
- [Self-Revision Explanatory Essay Organization](#)

ELABORATING narrative and explanatory/argumentative texts by writing

- details (including sensory language and dialogue) that enhance or clarify story elements (e.g., character development, turning point, conflict, etc.) in increasingly more complex narratives.
- supporting details/evidence that strengthen ideas/theses/claims in increasingly more complex texts.

Instructional next steps for ELABORATION include analyzing and evaluating increasingly more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use

- purposeful and effective descriptive/sensory details and dialogue in complex narrative texts;
- effective support for increasingly more sophisticated ideas/theses/arguments (and, when relevant, address counterclaims) including the selection and development of compelling, relevant evidence.

Digital Library example:

- [Chunky Paragraph Outline](#)

BELOW STANDARD

Students are working to solidify the following skills:

Educator-recommended next-steps and Digital Library resources

ORGANIZING narrative and explanatory/ argumentative texts by writing

- beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict) and ideas or provide basic theses/claims in straightforward texts;
- endings/conclusions that provide some resolution and/or reflection, or connect to (and may summarize) straightforward texts;
- transitions that provide some basic connections between and among elements.

Instructional next steps for ORGANIZATION include analyzing and evaluating exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use

- narrative beginnings or explanatory/argumentative introductions that purposefully introduce ideas/theses/claims;
- narrative endings or explanatory/argumentative conclusions that provide closure/resolution/reflection, and follow logically from the ideas/theses/claims made, extending beyond the essay/assignment (e.g., significance, next steps);
- transitional strategies that connect narrative elements/ideas, or advance related theses/arguments, to provide clarity.

Digital Library examples:

- [Teaching the Parts of an Argument to Students](#)
- [Persuasive Thesis Statements and Writing](#)
- [Thesis Statement CBAL Formative Activity Set & Teacher Handbook](#)
- [Expository Paragraph Writing](#)

ELABORATING narrative and explanatory/argumentative texts by writing

- appropriate details (including sensory language and dialogue) that develop story elements (e.g., character development, turning point, conflict, etc.) in straightforward narratives.
- appropriate details/evidence to develop ideas/theses/claims in texts.

Instructional next steps for ELABORATION include analyzing and evaluating exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use

- purposeful descriptive/sensory details and dialogue in narrative texts;
- support that strengthens ideas/theses/arguments (and, when relevant, address counterclaims) including the selection and development of relevant evidence.

Digital Library examples:

- [Graphic Organizer for Argument Analysis](#)
- [Developing Criteria and Evidence - Compare & Contrast Essay](#)

Professional Development Resources for teachers of students at all levels:

- [Teaching Opinion/Argumentative Essays Aligned With Common Core](#)
- [Socratic Seminar: Supporting Claims & Counterclaims](#)

Digital Library resources are meant to be used in conjunction with an educator's curriculum, and to serve as a jumping-off point for instruction. Educators are encouraged to consider their particular classroom context and culture when selecting resources, and to adapt the resources to best fit their students' needs.