Smarter Balanced
Assessment Consortium

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**

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.