

*Student Learning Objective: To be able to select a revision to a given text that improves a specified aspect of the text’s evidence/elaboration or organization. Items focus on revision at the sentence or paragraph level, except for transitional words and phrases.*

**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 identifying**

- 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;
- transitional strategies that provide cohesion and enhance quality and clarity in more complex texts.

**Instructional next steps for ORGANIZATION include using increasingly more complex exemplar/mentor texts to help students REVISE texts after analyzing and evaluating**

- how authors begin narratives or introduce explanatory/argumentative text, including when/how ideas/theses/claims are introduced;
- how authors finish narratives by providing closure/resolution/reflection, or conclude explanatory/argumentative text by extending beyond the essay/assignment and following logically from the ideas/theses/claims made and supporting them with details/evidence (e.g., significance, next steps);
- how authors use transitional strategies to 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 identifying**

- 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 and determining their effectiveness in strengthening ideas/theses/claims in increasingly more complex texts.

**Instructional next steps for ELABORATION include using increasingly more complex exemplar/mentor texts to help students REVISE texts after analyzing and evaluating**

- the purpose and use of descriptive/sensory details and dialogue in complex narrative texts;
- how authors build effective support for increasingly more sophisticated ideas/theses/arguments (and, when relevant, address counterclaims) by selecting and developing 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 identifying**

- 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;
- transitional strategies that provide cohesion in texts.

**Instructional next steps for ORGANIZATION include using more complex exemplar/mentor texts to help students REVISE texts after analyzing and evaluating**

- how authors begin narratives, or introduce explanatory/argumentative text, including when/how ideas/theses/claims are introduced; Digital Library example: [Thesis Statement CBAL Formative Activity Set and Teacher Handbook](#)
- how authors finish narratives by providing closure/resolution/reflection, or conclude explanatory/argumentative text by extending beyond the essay/assignment and following logically from the ideas/theses/claims made and supporting them with details/evidence (e.g., significance, next steps); Digital Library example: [Responding to Arguments in Famous Public Eulogies](#)
- how authors use transitional strategies to connect narrative elements/ideas, or advance theses/arguments, enhancing cohesion and clarity.

**ELABORATING narrative and explanatory/argumentative texts by identifying**

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

**Instructional next steps for ELABORATION include using more complex exemplar/mentor texts to help students REVISE after analyzing and evaluating**

- how authors incorporate descriptive/sensory details and dialogue in narrative texts;
- how authors choose and develop sufficient appropriate details/evidence to support more complex ideas/theses/claims (for argument, address counterclaims). Digital Library examples: [Analyzing the Argument in Lincoln's Second Inaugural Address](#) and [Writing a Resolution](#)

## 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 identifying**

- 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;
- transitional strategies that provide some basic connections between and among elements

### **Instructional next steps for ORGANIZATION include using exemplar/ mentor texts to help students REVISE texts after analyzing and evaluating**

- how authors begin narratives and introduce narrative elements, or introduce explanatory/argumentative text, including identifying strong theses/claims in texts, and how authors introduce and set the context for theses/claims; Digital Library examples: [The Declaration of Independence: From Rough Draft to Proclamation](#) and [How to Write a Thesis Statement](#)
- how authors finish narratives by providing a sense of completeness and/or conflict resolution that may include reflection, or conclude explanatory/argumentative texts by writing conclusions that go beyond summary and follow logically from the ideas/theses/claims made and supporting details/evidence;
- how authors use transitional strategies beyond simple words/phrases to connect ideas.

### **ELABORATING narrative and explanatory/ argumentative texts by identifying**

- 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 using exemplar/mentor texts to help students REVISE after analyzing and evaluating**

- how authors incorporate descriptive/sensory details and dialogue in narrative texts;
- how authors choose and develop sufficient appropriate details/evidence to support ideas/theses/claims (for argument, address counterclaims).

Digital Library examples:

- [Graphic Organizer - Expository Analysis](#)
- [Graphic Organizer for Argument Analysis](#)
- [Teaching the Parts of an Argument to Students](#)

### **Professional Development Resources for teachers of students at all levels:**

- [Teaching Opinion/Argumentative Essays Aligned with Common Core](#)

*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.*