

Student Learning Objective: 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 informational/opinion texts by identifying

- beginnings/introductions that effectively introduce narrative elements (e.g., character, setting, conflict, ideas) or effectively establish focused main ideas/opinions in a given informational/opinion text;
- endings/conclusions that provide resolution and reflection for narratives, or reflect the content and implications or significance of a given informational/opinion text;
- 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 informational/opinion text, including when/how main ideas/opinions are introduced;
- how authors finish narratives by providing closure/resolution/reflection, or conclude informational/opinion text by extending beyond the essay/assignment (e.g., significance, next steps) and following logically from the stated main ideas/opinions and supporting them with details/evidence;
- how authors use transitional strategies to connect narrative elements/ideas (e.g., clarifying more open-ended sequences of events or experiences), or advance complex main ideas/opinions, enhancing cohesion by clarifying relationships.

ELABORATING narrative and informational/opinion texts by identifying

- details (including sensory language and dialogue) that enhance or clarify story elements (e.g., character development, turning point, conflict) in increasingly more complex narratives;
- supporting details/evidence and determining their effectiveness in strengthening main ideas/opinions 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

- how and why authors use descriptive/sensory details and dialogue to enhance narrative quality;
- how authors build effective support for increasingly more complex main ideas/opinions by selecting and developing relevant evidence. Digital Library example: [Opinion Writing: From Persuasive Speeches to Petitions](#)

Digital Library professional development resources for organization and/or elaboration:

- [Setting Goals to Improve Narrative Writing](#)
- [Using Peer Conferencing to Improve Student Writing](#)

AT/NEAR STANDARD

Students are working to solidify the following skills:

Educator-recommended next steps and Digital Library resources

ORGANIZING narrative and informational/opinion texts by identifying

- beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict, ideas) or straightforward main ideas/opinions;
- endings/conclusions that provide some resolution and/or reflection for narratives, or reflect the content and/or provide some implications or significance of a given informational/opinion text;
- transitional strategies that provide some 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 informational/opinion text, including when/how main ideas/opinions are introduced;
- how authors finish narratives by providing closure/resolution/reflection, or conclude informational/opinion text by extending beyond the essay/assignment (e.g., significance, next steps) and following logically from the stated main ideas/opinions and supporting them with details/evidence;
- how authors use transitional strategies to connect narrative elements/ideas, or advance main ideas/opinions, enhancing cohesion and clarity.

ELABORATING narrative and informational/opinion texts by identifying

- details (including sensory language and dialogue) that clarify basic story elements (e.g., character development, turning point, conflict) in narratives;
- supporting details/evidence that strengthen main ideas/opinions 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 main ideas/opinions.

Digital Library professional development resources for organization and/or elaboration:

- [Narrative Writing: Revising Dialogue](#)
- [Revisions to Realistic Fiction Dialogue During Writer's Workshop](#)

BELOW STANDARD

Students are working to solidify the following skills: Educator-recommended next steps and Digital Library resources

ORGANIZING narrative and informational/opinion texts by identifying

- beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict)/ideas or provide basic main ideas/opinions in straightforward texts;
- endings/conclusions that provide basic or limited resolution, or connect and/or summarize straightforward texts;
- transitional strategies that provide some basic connections between ideas.

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 informational/opinion text, including identifying strong main ideas/opinions in texts, and how authors introduce and set the context for main ideas/opinions;
- how authors finish narratives by providing a sense of completeness and/or conflict resolution that may include reflection, or conclude informational/opinion texts by writing conclusions that go beyond summary and follow logically from the stated main ideas/opinions and supporting details/evidence;
- how authors use transitional strategies beyond simple words/phrases to connect ideas.

ELABORATING narrative and informational/opinion texts by identifying

- some basic details that develop story elements (e.g., setting, character) in straightforward narratives;
- some basic details/evidence that may develop straightforward main ideas/opinions 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 main ideas/opinions. Digital Library example: [The Important Book](#)

Digital Library professional development resource for organization and/or elaboration: [Understanding Opinion Writing K-5 Using Student Work Samples](#)

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