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| **Evidence of the**  **6 Traits of Writing**  within the Wisconsin  Writing & Language  Standards | A person reading a book to a group of children  Description automatically generated with medium confidence |

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| BLUE TEXT=  Skills within the **trait of ideas** | GREEN TEXT=  Skills within the **trait of organization** | PINK TEXT=  Skills within the **trait of voice** | RED TEXT=  Skills within the trait of **word choice** | ORANGE TEXT=  Skills within the trait of **sentence fluency** | PURPLE TEXT=  Skills within the **trait of conventions** |

CREATED BY **Logo, company name

Description automatically generated**

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| **Anchor Standards for Writing** | |
| Text Types  and Purposes | **Anchor Standard W1:** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.  **Anchor Standard W2:** Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  **Anchor Standard W3:** Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. |
| Production and Distribution of Writing | **Anchor Standard W4:** Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.  **Anchor Standard W5:** Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.  **Anchor Standard W6:** Use print and digital technology to produce and publish writing and to interact and collaborate with others. |
| Inquiry to Build and Present Knowledge | **Anchor Standard W7:** Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.  **Anchor Standard W8:** Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.  **Anchor Standard W9:** Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |

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| **Anchor Standards for Language** | |
| Knowledge of Language | **Anchor Standard L1:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| Conventions of Standardized English | **Anchor Standard L5:** Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.  **Anchor Standard L6:** Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. |

**Strand: Writing Standards K-5**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Text Types and Purposes - Kindergarten** | **Text Types and Purposes - Grade 1** | **Text Types and Purposes - Grade 2** |
| W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. | W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. | W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| * + 1. Use a combination of drawing, dictating, and writing to compose text in a variety of modes:        1. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.        2. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.        3. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | * + 1. Write text in a variety of modes:        1. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.        2. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.        3. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | * + 1. Write text in a variety of modes:        1. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.        2. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.        3. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| * + 1. Use a combination of drawing, dictating, and writing to compose text that utilizes:        1. Organization: provide a sense of structure, attempt an introduction.        2. Word Choice (including domain specific): use words familiar to the student. | * + 1. Create writing that utilizes:        1. Organization: provide a beginning, middle and a simple ending.        2. Transitions: simple word transitions and temporal words/pictures that link ideas.        3. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images. | * + 1. Create writing that utilizes:        1. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.        2. Transitions: use transitions to link and build connections between ideas, text, and events.        3. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images. |

**Strand: Writing Standards K-5**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Production and Distribution of Writing - Kindergarten** | **Production and Distribution of Writing - Grade 1** | **Production and Distribution of Writing - Grade 2** |
| W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower- case letters), cursive, and/or typing. | W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower- case letters), cursive, and/or typing. | W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower- case letters), cursive, and/or typing. |

**Strand: Writing Standards K-5**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Inquiry to Build and Present Knowledge - Kindergarten** | **Inquiry to Build and Present Knowledge - Grade 1** | **Inquiry to Build and Present Knowledge - Grade 2** |
| W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | W.2.8 Recall information from experiences or gather information from provided sources to answer a question. |
| W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text. | W.1.9 With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. | W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. |

**Strand: Writing Standards K-5**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Text Types and Purposes - Grade 3** | **Text Types and Purposes - Grade 4** | **Text Types and Purposes - Grade 5** |
| W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. | W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. | W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| W.3.2 Write text in a variety of modes:  a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.   1. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. 2. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations. | * + 1. Write text in a variety of modes:        1. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.        2. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.        3. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | * + 1. Write text in a variety of modes:        1. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.        2. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.        3. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |

**Strand: Writing Standards K-5**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Text Types and Purposes - Grade 3** | **Text Types and Purposes - Grade 4** | **Text Types and Purposes - Grade 5** |
| * + 1. Create writing that utilizes:        1. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.        2. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.        3. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. | * + 1. Create writing that utilizes:        1. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.        2. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.        3. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas. | * + 1. Create writing that utilizes:        1. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.        2. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.        3. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. |

**Strand: Writing Standards K-5**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Production and Distribution of Writing - Grade 3** | **Production and Distribution of Writing - Grade 4** | **Production and Distribution of Writing - Grade 5** |
| W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | W.4.4 Produce clear and coherent writing in which the development and organization are culturally- sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | W.5.4 Produce clear and coherent writing in which the development and organization are culturally- sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing. | W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing. | W.5.5 Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing. |
| W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. | W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting). | W.5.6 With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting). |

**Strand: Writing Standards K-5**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Inquiry to Build and Present Knowledge - Grade 3** | **Inquiry to Build and Present Knowledge - Grade 4** | **Inquiry to Build and Present Knowledge - Grade 5** |
| W.3.7 Conduct short inquiry projects that build knowledge about a topic. | W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic. | W.5.7 Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. | W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| W.3.9 Recall facts from literary or informational texts to support reflection, and inquiry. | W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry. | W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |

**Strand: Writing Standards 6-12**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Text Types and Purposes - Grade 6** | **Text Types and Purposes - Grade 7** | **Text Types and Purposes - Grade 8** |
| W.6.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. | W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. | W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| * + 1. Write text in a variety of modes:        1. Write arguments to support claims with clear reasons, relevant evidence, and literary theory.        2. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.        3. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well- structured event sequences. | * + 1. Write text in a variety of modes:        1. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.        2. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.        3. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. | * + 1. Write text in a variety of modes:        1. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.        2. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.        3. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |

**Strand: Writing Standards 6-12**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Text Types and Purposes - Grade 6** | **Text Types and Purposes- Grade 7** | **Text Types and Purposes -Grade 8** |
| * + 1. Create writing that utilizes:        1. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.        2. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.        3. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. | * + 1. Create writing that utilizes:        1. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.        2. Transitions: use a variety of appropriate transitions that connect and develop ideas.        3. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. | * + 1. Create writing that utilizes:        1. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.        2. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.        3. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |

**Strand: Writing Standards 6-12**

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| **Production and Distribution of Writing - Grade 6** | **Production and Distribution of Writing - Grade 7** | **Production and Distribution of Writing - Grade 8** |
| W.6.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | W.7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| W.6.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose. | W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. | W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

**Strand: Writing Standards 6-12**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Inquiry to Build and Present Knowledge - Grade 6** | **Inquiry to Build and Present Knowledge - Grade 7** | **Inquiry to Build and Present Knowledge - Grade 8** |
| W.6.7 Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | W.7.7 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | W.8.7 Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards) | W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards) | W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards) |

**Strand: Writing Standards 6-12**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Text Types and Purposes - Grades 9-10** | **Text Types and Purposes - Grades 11-12** |
| W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. | W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| W.9-10.2 Write text in a variety of modes:   1. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 2. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. 3. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | W.11-12.2 Write text in a variety of modes:   1. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 2. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. 3. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |

**Strand: Writing Standards 6-12**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Text Types and Purposes - Grades 9-10** | **Text Types and Purposes - Grades 11-12** |
| W.9-10.3 Create writing that utilizes:   1. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. 2. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 3. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences. | W.11-12.3 Create writing that utilizes:   1. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. 2. Transitions: 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. 3. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

**Strand: Writing Standards 6-12**

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

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| **Production and Distribution of Writing - Grades 9-10** | **Production and Distribution of Writing - Grades 11-12** |
| W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| W.9-10.5 Develop and strengthen writing (collaboratively and individually) 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. | W.11-12.5 Develop and strengthen writing (collaboratively and individually) 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. |
| W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies’ affordances for:   1. connecting writers and readers, 2. producing accessible experiences for specific audiences, and 3. dynamically and flexibly matching modes with ideas to communicate with readers. | W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies’ affordances for:   1. connecting writers and readers, 2. producing accessible experiences for specific audiences, and 3. dynamically and flexibly matching modes with ideas to communicate with readers. |
| **Inquiry to Build and Present Knowledge - Grades 9-10** | **Inquiry to Build and Present Knowledge - Grades 11-12** |
| W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. | 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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. |
| W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | W.11-12.8 Gather relevant information from multiple authoritative print and digital, academic and popular 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. |
| W.9.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards) | W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards) |

**Strand: Language K-5**

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

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| **Conventions of Standardized English - Kindergarten** | **Conventions of Standardized English - Grade 1** | **Conventions of Standardized English - Grade 2** |
| * + 1. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose of language choice with:   * + - 1. Frequently used nouns, verbs, and prepositions.       2. Oral pluralizations of nouns.       3. Question words (who, what, etc.).       4. Oral production and expansion of complete sentences. | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose of language choice with:   * + - 1. Common, proper, and possessive nouns.       2. Nouns/verbs agreement in simple sentences.       3. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.       4. Production and expansion of complete sentences in response to prompts. | L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.  Appropriately use and explain the intended purpose of language choice with:   1. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. 2. Production, expansion, and rearrangement of complete simple and compound sentences. |
| * + 1. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose in conventions with:   * + - 1. Capitalization of the first word in a sentence.       2. Name frequently used punctuation.       3. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).       4. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3). | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose in conventions with:   * + - 1. Capitalization of dates and names of people.       2. End punctuation.       3. Commas in dates and simple sets.       4. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3). | L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.  Appropriately use and explain the intended purpose in conventions with:   1. Capitalization of holidays, products, geographic places. 2. Commas in greetings and closings. 3. Apostrophes in contractions and frequently occurring possessives. 4. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3). |

**Strand: Language K-5**

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

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| **Knowledge of Language - Grade 3** | **Knowledge of Language - Grade 4** | **Knowledge of Language - Grade 5** |
| L.3.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking). 2. Recognize differences between the conventions of written and spoken English. 3. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking. | L.4.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers). 2. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations). 3. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking. 4. Choose punctuation for effect. | L.5.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. 2. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers). 3. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 4. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

**Strand: Language K-5**

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

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| **Conventions of Standardized English - Grade 3** | **Conventions of Standardized English - Grade 4** | **Conventions of Standardized English - Grade 5** |
| * + 1. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose of language choice with:   * + - 1. Irregular and regular nouns and verbs.       2. Simple verb tenses.       3. Subject-verb agreement.       4. Simple and compound sentences.       5. Easily confused words (e.g., to, too, two). | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose of language choice with:   * + - 1. Relative pronouns and adverbs.       2. Prepositional phrases.       3. Order of adjectives.       4. Adjectives, adverbs, conjunctions.       5. Compound and complex sentences.       6. Easily confused words (e.g., to, too, two). | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose of language choice with:   * + - 1. Conjunctions.       2. Verb tenses.       3. Correlative conjunctions.       4. Use of “they” and “their” when referring to singular people or ideas. |
| * + 1. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English   Appropriately use and explain the intended purpose in conventions with:   * + - 1. Titles.       2. Quotation marks for speech.       3. Possessives.       4. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.       5. Use conventional spelling for high frequency words.       6. Use conventional spelling for adding suffixes to basic words.       7. Use learned syllable patterns and reference materials to solve and write unknown words. | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English   Appropriately use and explain the intended purpose in conventions with:   * + - 1. Capitalization.       2. Commas and quotation marks for quotations.       3. Commas in compound sentences.       4. Spell grade-level words correctly using reference materials to solve words as needed. | L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English  Appropriately use and explain the intended purpose in conventions with:   1. Commas (introductory elements, and elements that need to be set off like a question or direct address). 2. Italics, underlining, quotes with titles. 3. Spell grade-level words correctly using reference materials to solve words and edit written work as needed. |

**Strand: Language 6-12**

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

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| **Knowledge of Language - Grade 6** | **Knowledge of Language - Grade 7** | **Knowledge of Language - Grade 8** |
| L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. 2. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). 3. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 4. Maintain consistency in style and tone. | L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. 2. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). 3. Maintain consistency in style and tone. 4. When appropriate, eliminate wordiness and redundancy. | L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. 2. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). 3. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 4. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |

**Strand: Language 6-12**

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

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| **Conventions of Standardized English - Grade 6** | **Conventions of Standardized English - Grade 7** | **Conventions of Standardized English - Grade 8** |
| L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.  Appropriately use and explain the intended purpose of language choice with:   1. Use of objective, subjective, possessive, and intensive pronouns 2. Strategies to improve expression in conventional language | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose of language choice with:   * + - 1. Phrases and clauses       2. Simple, compound, and complex sentences signaling differing relationships among ideas       3. Recognizing and correcting dangling modifiers | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose of language choice with:   * + - 1. Active and passive voice verbs       2. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs       3. Recognizing and correcting shifts in verb voice and mood |
| * + 1. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose in conventions with:   * + - 1. Commas, parentheses, and dashes       2. Correct spelling | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose in conventions with:   * + - 1. Commas to separate coordinate adjectives       2. Correct spelling | * + 1. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.   Appropriately use and explain the intended purpose in conventions with:   * + - 1. Punctuation to recognize a pause or break       2. Ellipsis to indicate an omission       3. Correct spelling |

**Strand: Language 6-12**

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

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| **Knowledge of Language - Grades 9-10** | **Knowledge of Language - Grades 11-12** |
| L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. 2. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations). 3. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. 4. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. | L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.   1. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. 2. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking). 3. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices and genre choices. 4. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. 5. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing. |

**Strand: Language 6-12**

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

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| **Conventions of Standard English - Grades 9-10** | **Conventions of Standard English - Grades 11-12** |
| L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.  Appropriately use and explain the intended purpose of language choice with:   1. Use parallel structure. 2. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). | L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.  Appropriately use and explain the intended purpose of language choice with:   1. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. 2. Identify ways in which usage and conventions vary and are sometimes contested. 3. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English). |
| L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.  Appropriately use and explain the intended purpose in conventions with:   * Use colons and semicolons appropriately. * Spell correctly. | L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.  Appropriately use and explain the intended purpose in conventions with:   * Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). * Spell correctly. |