

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Texts Types and Purposes	Grade level:	9-10
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Standards Relating to Text Types and Purposes

9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. 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.
- b. 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.
- c. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.

Text Types and Purposes: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
What are the different purposes and types of writing, and how do writers structure and support different types of writing?	Arguments support claims in an analysis using valid reasoning and sufficient claims. Informative or explanatory texts examine and convey complex ideas,

	<p>concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Narratives or other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
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Learning Progression: Text Types and Purposes (9-10.W.1 9-10.W.2 9-10.W.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. 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. b. 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. c. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, 	<p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; 	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each

<p>concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>8.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition 	<p>9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they 	<p>11-12.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary or narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or

<p>words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).</p>	<p>build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p>	<p>characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p>
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>9-10.W.1</p> <ul style="list-style-type: none"> ● Argument ● Claim and counterclaim ● Substantive topics ● Valid reasoning ● Know how to locate and evaluate appropriate sources/materials required by persuasive writing tasks and logical argumentation. ● Relevant and sufficient evidence ● Cohesion ● Concluding Statement ● Formal Style ● Objective Tone ● Target Audience ● Transitional Words 	<p>9-10.W.1</p> <p>Arguing productively and factually requires supporting evidence and strength of claims and counterclaims.</p> <p>Arguments need to be reasonable and relevant.</p> <p>The process of analysis is essential to an argument.</p> <p>Relevant and sufficient evidence is embedded in substantive topics.</p> <p>Arguments must be well thought-out, structured properly, well-supported by claims, and have consideration to the audience.</p>	<p>9-10.W.1</p> <p>Write arguments to support claims in an analysis.</p> <p>Use valid reasoning to support claims and counterclaims.</p> <p>Choose relevant and sufficient evidence to support claims and counterclaims.</p> <p>Create a thesis statement that clarifies your argument.</p> <p>Structure writing to establish relationships between claims, counterclaims, reasons and evidence.</p> <p>Supply evidence while pointing out strengths and limitations.</p> <p>Point out strengths and limitations of claims and counterclaims.</p> <p>Anticipate audience’s knowledge and concerns.</p> <p>Use words, phrases and clauses as</p>

<p>9-10.W.2</p> <ul style="list-style-type: none"> ● Organization: <ul style="list-style-type: none"> ○ Outline ○ Introduction (thesis statement) ○ Body Paragraphs ○ Conclusion ● Narrowing a topic ● Relevant and concrete facts and details ● Target Audience ● Transitions ● Formatting styles ● Use of quotations ● Facts: relevant and precise ● Precise language ● Domain-specific vocabulary ● Complex ideas ● Selecting, organizing, and analyzing content ● Organization while making important connections and distinctions ● Extended definitions ● Cohesion <p>9-10.W.3</p> <ul style="list-style-type: none"> ● Narrative writing process ● Creative texts ● Fiction vs. nonfiction ● Types of conflict ● Various points of view (1st person, 3rd person limited, and omniscient) ● Narrative or literary techniques to develop experiences, events, and/or characters: <ul style="list-style-type: none"> ○ Figurative language ○ Sensory language 	<p>9-10.W.2</p> <p>An introduction organizes complex concepts and provides a framework for developing those concepts.</p> <p>Expository writing needs to follow proper formatting style guidelines.</p> <p>Well-chosen specific details, facts and examples help develop complex ideas.</p> <p>Transitions unify ideas and paragraphs.</p> <p>Transitions clarify relationships between ideas.</p> <p>Word choice and domain-specific vocabulary aid in clearly communicating complex concepts.</p> <p>The audience impacts the writer's purpose.</p> <p>A conclusion presents a summation of the most significant ideas in relation to the topic, and identifies the implications of those ideas for the audience.</p> <p>9-10.W.3</p> <p>Narratives can be fiction, non-fiction, or a blend of the two (historical fiction).</p> <p>Other types of creative texts include poetry, plays, songs, etc.</p> <p>Narrative events can unfold in various ways.</p> <p>Transitions help a reader progress through narratives or creative texts.</p> <p>Conflict is an essential part of a</p>	<p>transitions to link major sections.</p> <p>Clarify the relationships between claims and counterclaims.</p> <p>Establish and maintain a formal style and an objective tone.</p> <p>Use norms and conventions appropriate to the writing arguments.</p> <p>Provide a concluding statement (section) supporting the argument.</p> <p>9-10.W.2</p> <p>Write an effective introduction.</p> <p>Organize and connect complex ideas and concepts through the use of formatting, graphics, and multimedia.</p> <p>Incorporate facts, vocabulary, specific details and quotations relevant to convey understanding.</p> <p>Use transitions in writing to link, unify, and clarify ideas and concepts.</p> <p>Communicate ideas by choosing domain-specific language and vocabulary.</p> <p>Demonstrate consistency in style and tone that is appropriate to a particular audience.</p> <p>Write a conclusion to reaffirm the material presented.</p> <p>9-10.W.3</p> <p>Utilize the elements of a short story to create an original, engaging writing.</p> <p>Choose an appropriate genre for a given writing.</p> <p>Develop an appropriate plot structure.</p> <p>Incorporate transitions effectively.</p> <p>Establish a conflict that engages the reader.</p>
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<ul style="list-style-type: none"> ○ Dialogue ○ Pacing ○ Rhythm ○ Description ○ Reflection ○ Multiple plot lines ● Characterization ● Elements of short stories ● Development of theme ● Appropriate diction ● Effective closure 	<p>narrative.</p> <p>Narratives or creative texts can be written through a variety of viewpoints.</p> <p>Dialogue brings a narrative to life.</p> <p>Varying tempos can assist in sustaining a reader's interest.</p> <p>Vivid diction builds an image and allows the reader to create pictures in his/her mind.</p> <p>Closure can come in many different forms.</p> <p>Elements enhance the effectiveness of the story.</p>	<p>Choose the most effective point of view.</p> <p>Utilize dialogue to add depth.</p> <p>Determine appropriate tempo, pacing, rhythm, etc.</p> <p>Present and describe characters, setting, plot, etc. by using precise and/or sensory language.</p> <p>Use appropriate figurative language when composing creative texts.</p> <p>Compose an appropriate conclusion (when appropriate for the genre) that establishes meaning</p>
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Student Friendly Language
<p>9-10.W.1 I can write to support my position with facts and examples in a piece of writing. I can organize the evidence, reasons, and claims to establish a clear relationship among them. I can consider the audience's knowledge level and concerns while developing claims and counterclaims. I can use transitions to develop order to evidence and make reasons clear. I can use formal writing appropriate to an argument.</p> <p>9-10.W.2 I can write an informative text that is clear and accurate. I can choose and narrow the topic. I can organize and analyze ideas in my writing. I can use transitions that connect ideas and paragraphs to unify and clarify the information. I can use precise language and domain-specific vocabulary to communicate the complexity of a topic. I can craft an effective concluding statement or paragraph that illustrates the importance of the topic.</p> <p>9-10.W.3 I can write a story that captures and holds my reader's attention. I can establish conflict and determine the most effective point of view for my story. I can organize my story and incorporate transitions throughout. I can use a variety of techniques to build suspense to create unity. I can use storytelling techniques including dialogue, pacing, rhythm, and multiple plot lines, etc. I can develop both flat and round characters. I can develop a plot structure. I can create vivid pictures with my word choice, like figurative language. I can provide closure for my reader.</p>

Key Vocabulary		
<p>9-10.W.1</p> <ul style="list-style-type: none"> ● Thesis statement ● Introduction ● Body ● Conclusion ● Transitional words/phrases 	<p>9-10.W.2</p> <ul style="list-style-type: none"> ● Informative and explanatory texts ● Transitional devices ● Domain-specific vocabulary ● Thesis statement 	<p>9-10.W.3</p> <ul style="list-style-type: none"> ● Narrative writing process ● Creative writing process ● Fiction & nonfiction ● Plot structure

<ul style="list-style-type: none"> ● Argument ● Analysis ● Evidence ● Claims and counterclaims ● Logical fallacies ● Objective tone 	<ul style="list-style-type: none"> ● Concluding Statement 	<ul style="list-style-type: none"> ● Sensory language ● Conflict ● Point of view (first person, third person limited, omniscient) ● Transitions ● Dialogue ● Diction ● Sequence ● Closure ● Theme ● Flashback ● Irony ● Characterization ● Figurative language
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Skills of learning written argumentation can be transferred to defending an argument effectively, whether verbal or written.

We need to utilize arguments, evidence, and facts, while marketing our business.

We need to analyze problems and determine solutions each day of our lives.

We need to substantiate claims for belonging and promotion in the workplace.

In many jobs (police officers, caseworkers, teachers, managers, etc.) we write incident reports, grants, evaluations, and reviews.

We write applications for employment, scholarships, grants; we write letters to friends, family, governmental agencies, businesses--essentially any line of work may require some form of writing.

We may write for fun to share our personal knowledge and experiences, or just to be creative.

We will need to write narratives for many jobs, such as police, paramedic, and other medical reports.

This skill set will assist us when retelling life-events or writing narratives for scholarships or job applications.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Text Types and Purposes:

9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. 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.
- b. 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.
- c. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to</p> <ul style="list-style-type: none"> • Write brief and full argumentative texts while applying writing strategies, in which there may be weak coherence, organization, attention to audience, weakly articulated claims and minimal supporting evidence, 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Write brief and full argumentative texts while applying some writing strategies, supporting a claim with limited evidence and limited attention to counterclaims, using limited transitional strategies for 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Write brief and fully developed argumentative texts while applying a variety of writing strategies, develop a precise claim by gathering, assessing, integrating, and citing relevant supporting evidence and counterclaims, 	<p>Students should be able to</p> <ul style="list-style-type: none"> • Apply narrative strategies, text structures, and transitional strategies for coherence, using relevant vivid details and precise words and phrases when writing or revising brief narrative texts.

<p>and/or underdeveloped conclusion.</p> <ul style="list-style-type: none"> • Write brief and full informational/explanatory texts while applying writing strategies, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence and/or elaboration, and/or underdeveloped conclusion. • Apply narrative strategies, text structures, and transitional strategies, that demonstrate minimal coherence and use of details when writing brief narrative texts. • Use precise language, vocabulary, and style, using simplistic and limited syntax and vocabulary with minimal consideration of purpose and audience. 	<p>coherence, language that attempts to establish an objective focus/tone, and a partial understanding of organization, audience, and purpose.</p> <ul style="list-style-type: none"> • Write brief and full informational/explanatory texts while applying writing strategies, in which there may be a partially developed topic, supporting evidence, and elaboration, some attention to purpose and audience, limited use of transitional strategies for coherence, gaps in organization and focus, and/or a brief conclusion. • Apply narrative strategies, text structures, and transitional strategies for coherence, using some details when writing brief narrative texts. • Use precise language, vocabulary, and style, using some varied syntax, vocabulary, and style when revising and composing texts that may show limited attention to purpose and audience. 	<p>including both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose, providing a concluding statement that follows from and supports the argument presented, and using appropriate language to maintain a focus/tone. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> • Write brief and full informational/explanatory texts while applying writing strategies, to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a focus/tone, including relevant supporting evidence from sources and elaboration with adequate attention to purpose and audience. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Apply narrative strategies, text structures, and transitional strategies for coherence, using relevant details and precise words and phrases when writing or revising brief narrative texts. 	<ul style="list-style-type: none"> • Write or revise brief and full strategically developed informational/explanatory texts while applying writing strategies, to develop a topic by clearly and coherently organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone appropriate for purpose and audience, and critically assessing and synthesizing supporting evidence from sources, as appropriate. • Write or revise brief and fully developed argumentative texts while applying a variety of writing strategies, to support a precise, compelling claim by strategically gathering, assessing, integrating, and citing relevant, persuasive supporting evidence and counterclaims, including both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose, providing appropriate transitional strategies for coherence, providing a concluding statement that follows from and supports the argument presented, and using precise and vivid language to maintain a suitable focus/tone. • Strategically use vivid, precise and varied syntax, vocabulary, and style appropriate to purpose and audience when revising and composing texts.
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		<ul style="list-style-type: none">• Use precise and varied syntax, vocabulary, and style appropriate to purpose and audience when composing texts.	
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