

Strand:	Writing Standards	Anchor Standard:	Texts Types and Purposes	Grade level:	8
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Standards Relating to Text Types and Purposes

- 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 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.
- 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.
 - Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition 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.
 - Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).

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>
Why do people write?	Writers use a variety of styles and genres to connect to different audiences and serve several different purposes.
What defines “good” writing?	Writing allows writers to share ideas and experiences with their readers across time and space. Effective writing engages and orients readers, allowing them to follow the thoughts of the writer across a text.

Learning Progression: Text Types and Purposes (8.W.1 8.W.2 8.W.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>7.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 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), 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>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>7.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, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid 	<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, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and 	<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; 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

<p>comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate 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>examples.</p> <ul style="list-style-type: none"> 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>other information and examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none"> 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>7.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, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre). 	<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 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. d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre). 	<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 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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>8.W.1</p> <ul style="list-style-type: none"> ● The parts of an argument <ul style="list-style-type: none"> ○ Introduction ○ Claim ○ Reasons ○ Evidence ○ Counterclaim ○ Rebuttal ○ Conclusion ● The characteristics of formal style 	<p>8.W.1</p> <p>A strong argument consists of many pieces that help support the writer's claim.</p> <p>Some pieces of evidence are more relevant to a claim than others.</p> <p>Writers address opposing views (counterclaims) to strengthen their own arguments.</p> <p>Using a formal style builds credibility for an argument.</p>	<p>8.W.1</p> <p>Write an introduction that engages the reader and clearly states the claim(s).</p> <p>Select evidence to support the claim(s), based on relevance, accuracy, and credibility.</p> <p>Acknowledge and refute counterclaims.</p> <p>Organize claims, evidence, and counterclaims/rebuttals logically.</p> <p>Use transitions to show the connections between claims, counterclaims, reasons, and evidence.</p> <p>Use a formal style or tone in writing.</p> <p>Write a conclusion that follows from and reinforces the argument presented.</p>
<p>8.W.2</p> <ul style="list-style-type: none"> ● The parts of informative/explanatory writing <ul style="list-style-type: none"> ○ Introduction ○ Thesis ○ Body ○ Support ○ Conclusion ● Citations ● Text features (i.e. headings, captions, graphics, etc.) ● Text structures <ul style="list-style-type: none"> ○ Cause and effect ○ Compare and contrast ○ Order and sequence ○ Problem and solution ○ Description ● The characteristics of formal style 	<p>8.W.2</p> <p>When using information from a source, writers cite the information to give credit to the original source.</p> <p>Writers can make use of transitions, text features, and multimedia to help their readers comprehend the writing.</p> <p>Writers choose from several different organizational structures to help readers comprehend the writing.</p> <p>Using topic-specific vocabulary and formal style increases a writer's credibility.</p>	<p>8.W.2</p> <p>Write an introduction that engages the reader and clearly introduces the topic/thesis.</p> <p>Select supporting facts, details, and quotes that are accurate, credible, and relevant to the topic.</p> <p>Organize ideas and details into broad categories.</p> <p>Use formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>Use transitions effectively to connect ideas and information.</p> <p>Write a conclusion that follows from and supports the topic/main idea.</p> <p>Use a formal style or tone in writing.</p> <p>Use precise language and domain-specific vocabulary in writing.</p>

<p>8.W.3</p> <ul style="list-style-type: none"> ● The elements of a narrative <ul style="list-style-type: none"> ○ Setting ○ Characters ○ Plot ○ Exposition ○ Conflict ○ Resolution / conclusion ○ Point of view ● Literary techniques (i.e. dialogue, pacing, description, etc.) ● Character development 	<p>8.W.3</p> <p>Characters who are fully developed are more relatable to readers.</p> <p>Plot events should logically connect to each other.</p> <p>The way that writers order events, such as through flashbacks, create different effects in a narrative.</p> <p>Transitions help a reader follow a narrative through changes in time frame and setting, and help readers see the connections between events, experiences, and characters.</p>	<p>8.W.3</p> <p>Write an exposition that introduces characters, setting, and conflict in a narrative.</p> <p>Establish and maintain a consistent point of view.</p> <p>Organize the events in an effective way within a narrative.</p> <p>Use techniques like dialogue, pacing, and description to develop characters and events.</p> <p>Use transitions for a variety of purposes in narrative writing.</p> <p>Use precise vocabulary, sensory description, and figurative language in narrative writing.</p> <p>Write a conclusion that resolves or reflects upon a narrative, as appropriate.</p>
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Student Friendly Language
<p>8.W.1</p> <p>I can write an introduction that hooks my reader and clearly states my claim(s).</p> <p>I can select relevant, accurate, and credible evidence to support my claim(s).</p> <p>I can acknowledge and respond to counterclaims.</p> <p>I can organize the parts of my argument logically.</p> <p>I can use transitions to show how the parts of my argument relate to each other.</p> <p>I can use a formal style in writing.</p> <p>I can write a conclusion that reinforces my argument.</p> <p>8.W.2</p> <p>I can write an introduction that hooks my reader and previews my topic.</p> <p>I can organize my ideas and information logically.</p> <p>I can use formatting, graphics, and multimedia when they help my reader.</p> <p>I can select relevant and accurate facts, definitions, details, and quotations to develop my topic.</p> <p>I can use transitions to show how my ideas and information are related.</p> <p>I can use a formal style in writing, including using vocabulary specific to my topic.</p> <p>I can write a conclusion that reinforces the information I gave about my topic.</p> <p>8.W.3</p> <p>I can write an exposition that introduces my characters, setting, and conflict.</p> <p>I can establish and maintain a consistent point of view in narrative writing.</p> <p>I can effectively organize the events in my narrative.</p> <p>I can use techniques like dialogue, pacing, and description to develop characters and events in my narrative,</p> <p>I can use transitions for a variety of purposes in narrative writing.</p> <p>I can use language (including precise vocabulary, sensory description, and figurative language) to bring my narrative to life.</p> <p>I can write a conclusion that resolves or reflects upon my narrative, as appropriate to the genre.</p>

Key Vocabulary		
8.W.1 <ul style="list-style-type: none"> ● Argument ● Persuasion ● Introduction ● Claims ● Thesis ● Counterclaim ● Support ● Reasons/reasoning ● Evidence ● Opposing claims ● Logic ● Relevance ● Accuracy ● Credibility ● Cohesion ● Transitions ● Citation ● Conclusion ● Formal style ● Tone 	8.W.2 <ul style="list-style-type: none"> ● Analyze ● Topic ● Introduction ● Thesis ● Relevance ● Facts ● Transitions ● Cohesion ● Precise language ● Formal style ● Tone ● Citation ● Direct quote ● Paraphrase ● Conclusion 	8.W.3 <ul style="list-style-type: none"> ● Narrative ● Relevance ● Literary techniques ● Transitions ● Sequence ● Precise language ● Sensory language ● Figurative language ● Character development ● Setting ● Plot ● Exposition ● Conflict ● Resolution / conclusion ● Dialogue ● Pacing ● Point of view

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

When we develop writing skills, we improve all aspects of our communication skills. Outside of school, we often need to communicate important information in writing. Whether we are writing to apply for college or a job, review a product, or advocate for a cause, we need to express our ideas in a logical sequence with relevant, descriptive details.

As technology use in education and business continues to grow, we increasingly rely on writing as our primary mode of communication. To be successful in a digital age, we must be able to express ourselves coherently in writing.

Just as reading gives us a way to better understand the whole of human experience, writing allows us to join that conversation by contributing our own experiences, analysis, or fictional stories.

Narrative writing can often be the most personal and creative writing, and it can come in many forms. Whether it's a memoir, fictional story, poem, or private journal, writing can be a way for us to process and make sense of our own thoughts and experiences.

Resources

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

Achievement Level Descriptors

Text Types and Purposes:

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- 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.

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.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 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.

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.

- 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 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write one simple paragraph applying a variety of strategies and demonstrating the ability to express arguments, minimally include ideas and transitional words or phrases, loosely develop evidence/reasons and elaboration or include an 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write one paragraph applying a variety of strategies and demonstrating the ability to express arguments, establish and support a claim, organize ideas using transitional words or phrases, develop evidence/reasons and 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write one or more paragraphs applying a variety of strategies and demonstrating the ability to express arguments, establish and support a claim, organize ideas using transitional words or phrases, develop supporting 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write more than one paragraph applying a variety of strategies and demonstrating the ability to express arguments, establish and support a claim, strategically organize ideas using transitional words or phrases, develop

<p>underdeveloped conclusion; and write simple argument texts demonstrating minimal ability to state a claim, minimally attend to purpose, audience, and organization by stating a context and focus, create few structures and transitional strategies for coherence or identifying evidence/reasons, and include an underdeveloped conclusion.</p> <ul style="list-style-type: none"> • Write one simple informational/explanatory paragraph, minimally demonstrating the ability to organize ideas and maintain a focus, provide minimal supporting evidence and elaboration, or writing an underdeveloped conclusion; and write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal organization of ideas, underdeveloped focus, simple structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion. • Write one paragraph and write narrative texts demonstrating use of narrative techniques, transitional strategies for coherence, descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including an underdeveloped conclusion. • Use, with significant support, basic language and vocabulary and an emerging 	<p>elaboration or include an underdeveloped conclusion using a formal style; and write argument texts partially demonstrating ability to state claims, partially attend to purpose and audience, organize ideas by stating a context and focus, and include structures and transitional strategies for coherence, develop evidence/reasons and elaboration, and develop a conclusion.</p> <ul style="list-style-type: none"> • Write one informational/explanatory paragraph, using precise language and formal style to organize ideas by stating a focus, applying transitional strategies for coherence or include supporting evidence and elaboration, or by writing body paragraphs or a conclusion; and write informational/explanatory texts, occasionally attending to purpose and audience, organize ideas by stating a focus, including structures and transitional strategies for coherence, citing evidence and elaboration, and provide a conclusion. • Write one paragraph applying a variety of strategies and demonstrating the ability to express arguments, establish and support a claim, organize ideas using transitional words or phrases, develop evidence/reasons and elaboration or include an underdeveloped conclusion using a formal style; and write argument texts partially demonstrating ability to state claims, partially attend to 	<p>evidence/reasons and elaboration from credible sources, or develop a conclusion appropriate to purpose and audience using a formal style; and write full argument texts demonstrating ability to state claims, attend to purpose, audience, organize ideas by stating a context and focus, and include structures and appropriate transitional strategies for coherence, identify supporting evidence/reasons and elaboration from credible sources, and develop an appropriate conclusion.</p> <ul style="list-style-type: none"> • Write one or more informational/explanatory paragraphs, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, applying appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience; write full informational/explanatory texts, attending to purpose and audience, organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and provide an appropriate conclusion. • Write one or more paragraphs and write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate 	<p>strong supporting evidence/reasons and elaboration from credible sources, and develop a well-stated conclusion appropriate to purpose and audience using a formal style; and write full argument texts clearly demonstrating ability to state claims, effectively attend to purpose, audience, strategically organize ideas by stating a context and focus, and include complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration from credible sources, and develop an appropriate well-developed conclusion.</p> <ul style="list-style-type: none"> • Write more than one informational/explanatory paragraph, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, applying appropriate transitional strategies for coherence and including strong supporting evidence and elaboration, and by writing body paragraphs or a strong conclusion appropriate to purpose and audience; and write full complex informational/explanatory texts, thoroughly attending to purpose and audience, organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and providing a well-developed, effective
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<p>style appropriate to purpose and audience.</p>	<p>purpose and audience, organize ideas by stating a context and focus, and include structures and transitional strategies for coherence, develop evidence/reasons and elaboration, and develop a conclusion.</p> <ul style="list-style-type: none"> • Use, with minimal support, basic language and vocabulary and develop style appropriate to purpose and audience when revising or composing text. 	<p>transitional strategies for coherence, use of precise words and phrases, and use of relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</p> <ul style="list-style-type: none"> • Adequately use a broad range of precise language and vocabulary and style appropriate to purpose and audience when revising or composing text. 	<p>conclusion.</p> <ul style="list-style-type: none"> • Write more than one paragraph and write well-developed narrative texts demonstrating use of multiple specific narrative techniques, chronology, and appropriate transitional strategies for coherence, use of precise words and phrases, and use of relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Thoroughly use an extensive range of language and vocabulary and effective style appropriate to purpose and audience when revising or composing text.
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