Core Content Connectors: Writing Literary Text

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.

District of Columbia
Pacific Assessment Consortium (PAC-6)
U.S. Virgin Islands
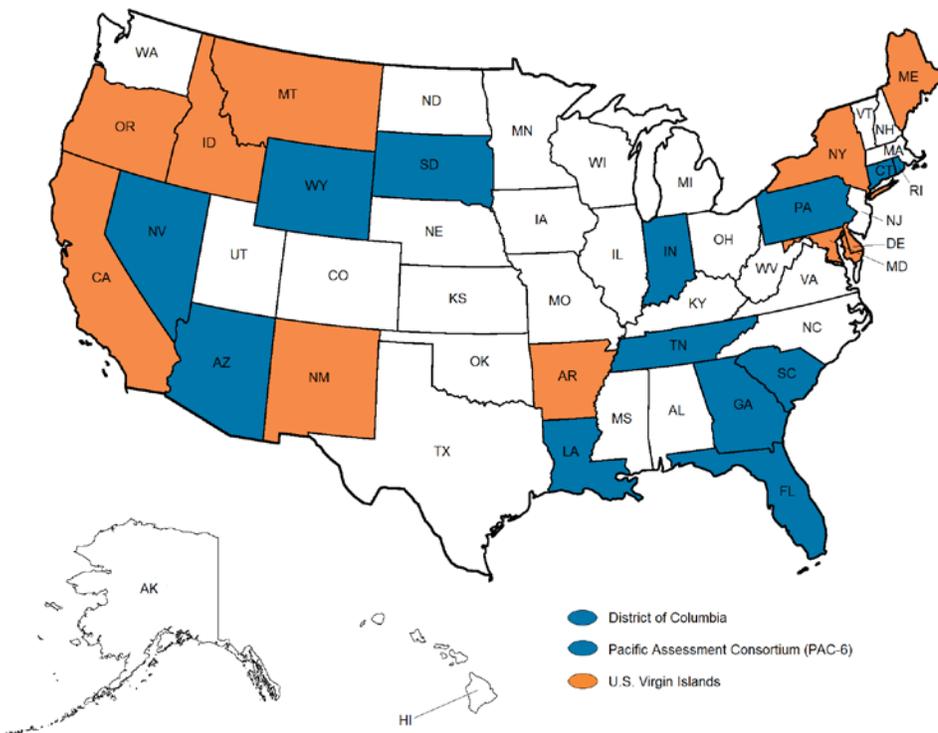
*Core partner states are blue in color and Tier II states are orange in color.

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[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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Core Content Connectors: Writing Literary Text

August 2013

Grade K

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)		
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	K.W.3 Use a combination of drawing, dictating, and writing to 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.
K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.	**Research to Build and Present Knowledge** W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.	**Presentation of Knowledge and Ideas** SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	K.SL.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.
Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience		
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.	**Presentation of Knowledge and Ideas** SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	K.SL.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.

Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written			
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Presentation of Knowledge and Ideas** SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	K.W.3 Use a combination of drawing, dictating, and writing to 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. K.SL.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.
Progress Indicator: E.WL.d logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation			
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	K.W.3 Use a combination of drawing, dictating, and writing to 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.
Progress Indicator: E.WL.e writing about a situation; describing characters by what they do, say, and think and what others say about them			
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
No CCCs developed for this PI at Kindergarten		
Progress Indicator: E.WL.f organizing texts with title and focus (introduce who, what, why) & connecting problem-solution			
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
No CCCs developed for this PI at Kindergarten		

Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: K	**CCSS Anchor Standards**	**Common Core State Standard**
K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Grade 1

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.	**Research to Build and Present Knowledge** W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	1.W.7 Participate in shared research 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).
1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing.	**Research to Build and Present Knowledge** W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.	**Presentation of Knowledge and Ideas** SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.WL.b1. Describe people, places, things, and/or events with relevant details.	**Presentation of Knowledge and Ideas** SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WL.c telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Presentation of Knowledge and Ideas** SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	1.W.3 Write 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.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WLd logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1.W.3 Write 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.WL.d2 Write a narrative that includes a sense of closure.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1.W.3 Write 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.
Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
No CCCs developed for this PI at 1ˢᵗ grade		
Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.WL.f1 Provide a title for writing that tells the central idea or focus.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1.W.3. Write 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.
Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics		
Core Content Connectors: 1	**CCSS Anchor Standards**	**Common Core State Standard**
1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	1.W.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.

Grade 2

<table>
<tr>
<td colspan="3">Progress Indicator: E.WL.a generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)</td>
</tr>
<tr>
<td>Core Content Connectors: 2</td>
<td>CCSS Anchor Standards</td>
<td>Common Core State Standard</td>
</tr>
<tr>
<td>2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.</td>
<td>Research to Build and Present Knowledge
W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
<td>1.W.7 Participate in shared research 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).</td>
</tr>
<tr>
<td>2.WL.a2 Recall information from experiences to answer a question.</td>
<td>Research to Build and Present Knowledge
W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
<td>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td>2.WL.a3 Describe ideas about familiar people, places, things, and/or events.</td>
<td>Presentation of Knowledge and Ideas
SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
<td>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
</tr>
<tr>
<td colspan="3">Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience</td>
</tr>
<tr>
<td>Core Content Connectors: 2</td>
<td>CCSS Anchor Standards</td>
<td>Common Core State Standard</td>
</tr>
<tr>
<td>2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details.</td>
<td>Presentation of Knowledge and Ideas
SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are</td>
<td>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
</tr>
</table>

	appropriate to task, purpose, and audience.	

Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written		
Core Content Connectors: 2	**CCSS Anchor Standards**	**Common Core State Standard**
2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Presentation of Knowledge and Ideas** SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	2.W.3 Write 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. 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Progress Indicator: E.WLd logically sequencing events (e.g., beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation		
Core Content Connectors: 2	**CCSS Anchor Standards**	**Common Core State Standard**
2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	2.W.3 Write 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.
2.WL.d2 Write a narrative that includes a sense of closure.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	2.W.3 Write 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.

Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: 2	**CCSS Anchor Standards**	**Common Core State Standard**
No CCCs developed for this PI at 2nd grade		
Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution		
Core Content Connectors: 2	**CCSS Anchor Standards**	**Common Core State Standard**
2.WL.f1 Provide a title for writing that tells the central idea or focus.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	2.W.3 Write 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.
2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	2.W.3 Write 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.
Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: 2	**CCSS Anchor Standards**	**Common Core State Standard**
2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Grade 3

Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.WL.h1 Recall information from experiences for use in writing.	**Research to Build and Present Knowledge** W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	**Research to Build and Present Knowledge** W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	**Research to Build and Present Knowledge** W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.WL.j2 Sequence events in writing that unfold naturally.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.WL.l1 Use temporal words and phrases to signal event order.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use temporal words and phrases to signal event order.
Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Provide a sense of closure.
Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity		
Core Content Connectors: 3	**CCSS Anchor Standards**	**Common Core State Standard**
3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Grade 4

<table>
<tr><td colspan="3">Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)</td></tr>
<tr><td>Core Content Connectors: 4</td><td>CCSS Anchor Standards</td><td>Common Core State Standard</td></tr>
<tr><td>4.WL.h1 Recall relevant information from experiences for use in writing.</td><td>Research to Build and Present Knowledge
W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td><td>4.W.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.</td></tr>
<tr><td>4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on an literary topic (e.g., select a topic, draft outline, develop narrative).</td><td>Production and Distribution of Writing
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td><td>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td></tr>
<tr><td colspan="3">Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)</td></tr>
<tr><td>Core Content Connectors: 4</td><td>CCSS Anchor Standards</td><td>Common Core State Standard</td></tr>
<tr><td>4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</td><td>Research to Build and Present Knowledge
W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td><td>4.W.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.</td></tr>
<tr><td>4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</td><td>Research to Build and Present Knowledge
W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td><td>4.W.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.</td></tr>
</table>

4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)		
Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
4.WL.j2 Sequence events in writing that unfold naturally.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description		
Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and description to develop experiences and events or show

		the responses of characters to situations.
4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely

Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions

Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words and phrases to manage the sequence of events.

Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned

Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events.

Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types

Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity		
Core Content Connectors: 4	**CCSS Anchor Standards**	**Common Core State Standard**
4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Grade 5

Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5.W.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.
Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.c1 Organize ideas and events so that they unfold naturally.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Progress Indicator: M.WL.e developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.f1 Use figurative language in context, including similes and metaphors.	**Vocabulary Acquisition and Use** L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.
Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events.
Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)		
Core Content Connectors: 5	**CCSS Anchor Standards**	**Common Core State Standard**
5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	audience.	
5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5.W.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.

Grade 6

Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.W.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.
Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	6.W.3 Write narratives 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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.WL.c1 Organize ideas and events so that they unfold naturally.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	6.W.3 Write narratives 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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Progress Indicator: M.WL.e developing a plot that includes tension (e.g., conflict-resolution) that unfolds through one or more episodes/scenes		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
No CCCs developed for this PI at 6th grade		
Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.WL.f1 Use figurative language appropriately, including similes and metaphors.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Vocabulary Acquisition and Use** L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.
Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive

	effective technique, well-chosen details, and well-structured event sequences.	details, and well-structured event sequences. e. Provide a conclusion that follows from the narrated experiences or events.

Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)		
Core Content Connectors: 6	**CCSS Anchor Standards**	**Common Core State Standard**
6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.W.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.

Grade 7

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
Core Content Connectors: 7	**CCSS Anchor Standards**	**Common Core State Standard**
7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	7.W.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.

Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style		
Core Content Connectors: 7	**CCSS Anchor Standards**	**Common Core State Standard**
7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	7.W.3. Write narratives 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.
Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)		
Core Content Connectors: 7	**CCSS Anchor Standards**	**Common Core State Standard**
7.WL.k1 Organize ideas and event so that they unfold naturally.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	7.W.3 Write narratives 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.
7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Progress Indicator: M.WL.l selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Progress Indicator: M.WL.m using dialogue to advance the plot or theme

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI at 7th grade		

Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Vocabulary Acquisition and Use** L5. Demonstrate understanding of figurative language, word relationships,	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and

		and nuances in word meanings.
		convey experiences and events.
		7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	7.W.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.

Grade 8

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	8.W.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.
Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	8.W.3 Write narratives 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.
Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
8.WL.k1 Organize ideas and events so that they unfold naturally.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	8.W.3 Write narratives 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.

8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
8.WL.k3 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.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.
Progress Indicator: M.WL.l selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Progress Indicator: M.WL.m using dialogue to advance the plot or theme		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
No CCCs developed for this PI in 8th grade		

Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Vocabulary Acquisition and Use** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context.
Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader		
Core Content Connectors: 8	**CCSS Anchor Standards**	**Common Core State Standard**
8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	8.W.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.

Grades 9-10

Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	9-10.W.5 Develop and strengthen writing 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.
Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives 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.
910.WL.b2 Engage and orient the reader to the narrator and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives 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.

Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)

Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.WL.c1 Create a smooth progression of experiences or events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives 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.
910.WL.c2 Sequence events so that they build on one another to create a coherent whole.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical).	**Research to Build and Present Knowledge** W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9-10.W.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b. Apply *grade 9-10 Reading standard* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").

Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
Core Content Connectors: 9-10	**CCSS Anchor Standards**	**Common Core State Standard**
910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	9-10.W.5 Develop and strengthen writing 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.

Grades 11-12

<table>
<tr><td colspan="3">Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style</td></tr>
<tr><td>Core Content Connectors: 11-12</td><td>CCSS Anchor Standards</td><td>Common Core State Standard</td></tr>
<tr><td>1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</td><td>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td><td>11-12.W.5 Develop and strengthen writing 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.</td></tr>
<tr><td colspan="3">Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)</td></tr>
<tr><td>Core Content Connectors: 11-12</td><td>CCSS Anchor Standards</td><td>Common Core State Standard</td></tr>
<tr><td>1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.</td><td>Text Types and Purposes
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td><td>11-12.W.3 Write narratives 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 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.</td></tr>
<tr><td>1112.WL.b2 Engage and orient the reader to the narrator and/or characters</td><td>Text Types and Purposes
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td><td>11-12.W.3 Write narratives 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 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.</td></tr>
</table>

Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.WL.c1 Create a smooth progression of experiences or events.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3 Write narratives 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 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.
1112.WL.c2 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).	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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).
1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)		
Core Content Connectors: 11-12	**CCSS Anchor Standards**	**Common Core State Standard**
1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme		
Core Content Connectors: 11-12	**CCSS Anchor Standards**	**Common Core State Standard**
1112.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)		
Core Content Connectors: 11-12	**CCSS Anchor Standards**	**Common Core State Standard**
1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).	**Research to Build and Present Knowledge** W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grade 11-12 Reading standard* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in

	works of public advocacy [e.g., The Federalist, presidential addresses]").

Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)		
Core Content Connectors: 11-12	**CCSS Anchor Standards**	**Common Core State Standard**
1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**Text Types and Purposes** W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
Core Content Connectors: 11-12	**CCSS Anchor Standards**	**Common Core State Standard**
1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	**Production and Distribution of Writing** W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).	**Production and Distribution of Writing** W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	11-12.W.5 Develop and strengthen writing 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.