



National Center and State Collaborative

Core Content Connectors: Persuasive Writing

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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.



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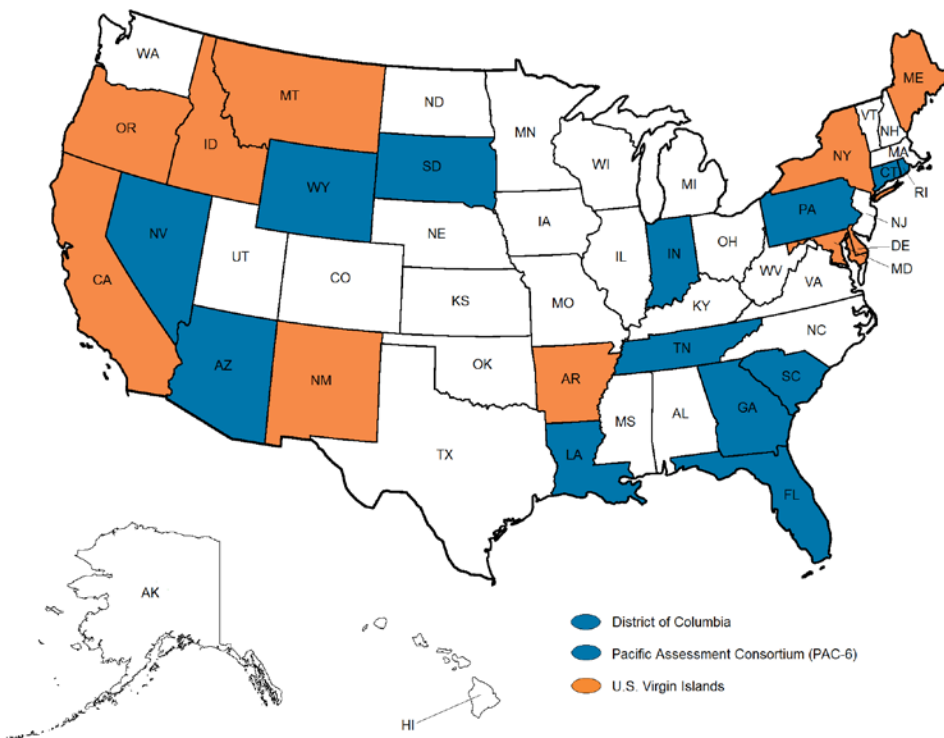


National Center and State Collaborative

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.



*Core partner states are blue in color and Tier II states are orange in color.

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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National Center and State Collaborative

Core Content Connectors: Persuasive Writing

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Use a process approach to develop and communicate support for opinions

Grade K

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.	<p>Research to Build and Present Knowledge</p> <p>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.</p>	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WP.a2 Draw, dictate, or write an idea about a topic.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. 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.</p>	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.b1 State an opinion or preference about the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories- entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.e1 With guidance and support from adults, gather information from provided sources 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.

Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (<i>in somewhat random order</i>) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	K.W.1 Use a combination of drawing, dictating, or writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion (“You will think/agree this story is funny...”) in several related sentences with reasons and relevant details/supporting evidence for an authentic audience		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	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.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.a1 Draw, dictate, or write an idea or opinion about a topic.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.	<p>Research to Build and Present Knowledge</p> <p>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.</p>	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. 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.</p>	1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information , ads- convince you to buy, personal messages/letters- different purposes, include opinions)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI		
Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts-opinions or reasons for-against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI		
Progress Indicator: E.WP.e locating facts to support stated opinions about a topic(e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation.		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) 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.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (<i>in somewhat random order</i>) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion (“You will think/agree this story is funny...”) in several related sentences with reasons and relevant details/supporting evidence for an authentic audience		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts,	1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an

	using valid reasoning and relevant and sufficient evidence.	opinion, supply a reason for the opinion, and provide some sense of closure.
1.WP.g2 Write an opinion piece that includes a sense of closure.	<p style="text-align: center;">Text Types and Purposes</p> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant 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.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive 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

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. 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.</p>	1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.WP.a3 Recall information from experiences to answer a question.	<p>Research to Build and Present Knowledge</p> <p>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.</p>	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to

		connect opinion and reasons, and provide a concluding statement or section.
2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this PI.		
Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.	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.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.	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.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.	<p align="center">Research to Build and Present Knowledge</p> <p>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.</p>	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest., include at least one reason that supports the opinion.	<p align="center">Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion (“You will think/agree this story is funny...”) in several related sentences with reasons and relevant details/supporting evidence for an authentic audience		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.	<p align="center">Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.

Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive 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.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.i1 Recall relevant 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.
Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) 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.

<p>3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p>	<p>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.</p>	<p>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.</p>
<p>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p>	<p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.</p>	<p>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.</p>	<p>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.</p>
<p>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p>	<p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text</p>		
<p>Core Content Connectors: 3</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>

Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.l1 Provide reasons or facts that support a stated opinion.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>b. Provide reasons that support the opinion.</p>
Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.m1 Use linking words and phrases that connect the opinions and reasons.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>
3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.	<p>SL4. 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.</p>	<p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.n1 Provide a concluding statement or section.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>d. Provide a concluding statement or section.</p>

Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.o1 With guidance and support from peers and adults, edit 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.WP.p revising full texts from the reader’s perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.	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.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).	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

Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.i1 Recall relevant 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.	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.

<p>4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</p>	<p align="center">Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
<p>Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)</p>		
<p>Core Content Connectors: 4</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p>	<p align="center">Research to Build and Present Knowledge</p> <p>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.</p>	<p>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.</p>
<p>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p>	<p align="center">Research to Build and Present Knowledge</p> <p>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.</p>	<p>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.</p>
<p>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p>	<p align="center">Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

<p>4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p>	<p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</p>	<p>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.</p>	<p>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.</p>
<p>Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text</p>		
<p>Core Content Connectors: 4</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>
<p>Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary</p>		
<p>Core Content Connectors: 4</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. b. Provide reasons that are supported by facts and details.</p>

Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.m1 Create an organizational structure that lists reasons in a logical order.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).
4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.	SL4. 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.	4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.n1 Provide a concluding statement or section related to the opinion presented.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. d. Provide a concluding statement or section.
Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types.		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.o1 With guidance and support from peers and adults, edit 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.WP.p revising full texts from the reader’s perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, 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.	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.	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.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	Research to Build and Present Knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	5.W.9 Draw evidence from literary or information texts to support analysis, reflection, and research. a. <i>Apply grade 5 Reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing, on specific details in the text [e.g., how characters interact])</i> . b. <i>Apply grade 5 Reading standard to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”)</i> .
5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.	Comprehension and Collaboration SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and 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.	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) 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.	5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.	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.	5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.c1 Provide an introduction that states own opinion within persuasive text.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide logically ordered reasons that are supported by facts and details.
Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.e1 Links opinions and reasons using words, phrases and clauses.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.	Presentation of Knowledge and Ideas SL4. 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.	5.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details
Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
No CCCs written for this PI		

Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented.
Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, 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.	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.	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 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.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>6.W.9 Draw evidence from literary or information texts to support analysis, reflection, and research. a. <i>Apply grade 6 Reading standards</i> to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing, on specific details in the text [e.g., how characters interact]). b. <i>Apply grade 6 Reading standard</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.</p>
Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>6.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) 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.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.	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.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	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.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.
6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.

Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	6.W.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.e1 Use words, phrases and clauses to link claims and reasons.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	6.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
No CCCs written for this PI		
Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.g1 Provide a concluding statement or section that follows the argument presented.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	6.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. e. Provide a concluding statement or section that follows from the argument presented.

Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), 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.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.	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.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.i1 Discuss how own view or opinion changes using new information provided by others.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) 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.
7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.WP.j3 List internet search terms for a topic of persuasive 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.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) 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.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<p>7.WP.j5 Describe how the claims within a speaker’s argument matches own argument.</p>	<p>Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>7.SL.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<p>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p>	<p>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.</p>	<p>7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>7.WP.j7 Use a standard format to produce citations.</p>	<p>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.</p>	<p>7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented</p>		
<p>Core Content Connectors: 7</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>7.WP.k1 Provide an introduction that introduces the writer’s claims and acknowledges alternate or opposing claims.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>7.W.1 Write an argument to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>

7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer’s claim.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	7.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	7.W.1 Write an argument to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	7.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	7.W.1 Write an argument to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.

Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	7.W.1 Write an argument to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), 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.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	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.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.i1 Discuss how own view or opinion changes using new information provided by others.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	8.SL.2 Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) 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	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

	while avoiding plagiarism.	plagiarism and following a standard format for citation.
8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) 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.
8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	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.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WP.j4 Use a standard format to produce citations.	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.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	8.W.1 Write an argument to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

<p>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer’s claim.</p>	<p style="text-align: center;">Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>
<p>Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience</p>		
<p>Core Content Connectors: 8</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.</p>	<p style="text-align: center;">Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
<p>8.WP.l2 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.</p>	<p style="text-align: center;">Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>8.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
<p>Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice</p>		
<p>Core Content Connectors: 8</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p>	<p style="text-align: center;">Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>8.W.1 Write an argument to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.</p>

Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	8.W.1 Write an argument to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), 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.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	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

<p>Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)</p>		
<p>Core Content Connectors: 910</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>910.WP.a1 Evaluate a speaker’s point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.</p>	<p>Comprehension and Collaboration SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p>910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.</p>	<p>Research to Build and Present Knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>9-10.W.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b. Apply <i>grade 9-10 Reading standard</i> 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”).</p>
<p>Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis</p>		
<p>Core Content Connectors: 910</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</p>	<p>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.</p>	<p>9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

<p>910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</p>	<p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>9.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.</p>
<p>910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p>
<p>910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p>
<p>910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p>

<p>910.WP.b6 Identify evidence for claim(s) and counterclaim(s).</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
<p>910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.</p>	<p>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.</p>	<p>9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>910.WP.b8 Use a standard format to produce citations.</p>	<p>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.</p>	<p>9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience		
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>9-10.W.1 Write an argument to support claims with clear reasons and relevant evidence.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>9-10.W.1 Write an argument to support claims with clear reasons and relevant evidence.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice		
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	9-10.W.1 Write an argument to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Progress Indicator: H.WP.e articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing		
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	9-10.W.1 Write an argument to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message		
Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), 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.WP.f2 Strengthen writing by revising and editing.	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

<p>Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)</p>		
<p>Core Content Connectors: 1112</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.WP.a1 Evaluate a speaker’s point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.</p>	<p>Comprehension and Collaboration SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>11-12.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient.</p>	<p>Research to Build and Present Knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>11-12.W.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b. Apply <i>grade 11-12 Reading standard</i> 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]”).</p>
<p>Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis</p>		
<p>Core Content Connectors: 1112</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.WP.b1 Gather relevant information about the topic or text and stated claims from authoritative print and/or digital sources.</p>	<p>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.</p>	<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding</p>

		plagiarism and following a standard format for citation.
1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) 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.	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.
1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
1112.WP.b4 Use context or related text to establish the significance of the claim(s).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

<p>1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p>
<p>1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p>
<p>1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

<p>1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</p>	<p>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.</p>	<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>1112.WP.b9 Use a standard format to produce citations.</p>	<p>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.</p>	<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience</p>		
<p>Core Content Connectors: 1112</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

<p>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>11-12.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>11-12.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice</p>		
<p>Core Content Connectors: 1112</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>11-12.W.1 Write an argument to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

Progress Indicator: H.WP.e articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing		
Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	11-12.W.1 Write an argument to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message		
Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), 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.WP.f2 Strengthen writing by revising and editing.	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.