

CREATIVE TECHNOLOGIES ACADEMY

Common Core Opinion/Argument Writing- Grades 6-10

WRITING STANDARDS	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Compose	write arguments to support claims with clear reasons and relevant evidence.	write arguments to support claims with clear reasons and relevant evidence.	write arguments to support claims with clear reasons and relevant evidence	write arguments to support claims in an analysis of substantive topics or texts, using vivid reasoning, relevant , and sufficient evidence	write arguments to support claims in an analysis of substantive topics or texts, using vivid reasoning, relevant , and sufficient evidence
Introduction	introduce claim(s), and organize the reasons and evidence clearly	introduce claim(s), acknowledge alternate or opposing claims.	introduce claim(s), acknowledge and distinguish the claim(s), from alternate or opposing claims	introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims	introduce precise, knowledgeable claim(s), establish the significance of claim(s)
Structure and Organization		organize the reasons and evidence logically	organize the reasons and evidence logically	establish clear relationships among claim(s), counterclaims, reasons and evidence	create an organization that logically sequences claim(s), counterclaims, reasons, and evidence
Evidence or Reason	support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text	support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	develop claim(s) and counter claims 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 concern	develop claim(s) and counter claims 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 and concern, values, and possible biases
Transition Words and Phrases	establish and maintain a formal style; use words, phrases, and clauses to clarify the relationship among claim(s) and reasons	establish and maintain a formal style; use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence	establish and maintain a formal style; use words, phrases, and clauses to create cohesion and clarify the relationship among claim(s), counterclaims, reasons, and evidence	establish and maintain a formal style; use words, phrases, and clauses to link the major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counter claims	establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; uses 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 claims(s) and counterclaims
Conclusion	provide a concluding statement or section that follows from the argument presented	provide a concluding statement or section that follows from and supports the argument presented	provide a concluding statement or section that follows from and supports the argument presented	provide a concluding statement or section that follows from and supports the argument presented	provide a concluding statement or section that follows form and supports the argument presented
LANGUAGE STANDARDS					
Conventions	<ul style="list-style-type: none"> •ensure pronouns are in proper case (subject, object, possessive) •use intensive pronouns (ie: myself, ourselves) •recognize and correct inappropriate shifts in pronoun number and person •recognize and correct vague pronouns (ie: ones with unclear or ambiguous antecedents) •recognize variations form standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language 	<ul style="list-style-type: none"> •explain the and demonstrate the use of : phrase, clause, simple sentence structure, compound sentence structure, complex sentence structure, compound-complex sentence structure, misplaced modifier, and dangling modifier •use comma to separate coordinate and noncoordinate adjectives •spell correctly 	<ul style="list-style-type: none"> •explain and demonstrate the use of: gerund, participle, infinitive, active voice, passive voice, indicative mood, imperative mood, interrogative mood, conditional mood, and subjective mood •use comas, ellipsis, dashes to indicate a pause or break •spell correctly 	<ul style="list-style-type: none"> •explain and demonstrate the use os parallel structure, phrases and clauses to convey specific meanings and add variety and interest to writing or presentations •use semicolon to link two or more closely related clauses •use a colin to introduce a list or quotation •spell correctly 	<ul style="list-style-type: none"> •apply the understanding that usage is a matter of convention, can change over time, and is sometime contested. •resolve issues of complex usage, consulting references (ie: Merriam-Webster’s Dictionary of English Usage, Garner’s American Usage) as needed •observe hyphenation conventions. •spell correctly
Learning Targets					
Student “I Can” Statements	<ul style="list-style-type: none"> •I can identify a topic that causes or has caused a debate in society •I can choose a side of the argument and identify reasons that support my choice •I can determine the credibility of a source (who write it, when it was written, and why it was written) •I can support my arguments with textual evidence (“word fro word” support) found in credible sources •I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. 	<ul style="list-style-type: none"> •I can identify topic that causes or has caused a debate in society •I can choose a side of the argument and identify reasons that support my choice •I can determine the credibility of a source (who write it, when it was written, and why it was written) and the accuracy of the details presented int he source •I can support my arguments with textual evidence (“word fro word” support) found in credible sources •I can alternate/opposing claims in my argument •I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. 	<ul style="list-style-type: none"> •I can identify topic that causes or has caused a debate in society •I can choose a side of the argument and identify reasons that support my choice •I can determine the credibility of a source (who write it, when it was written, and why it was written) and the accuracy of the details presented int he source •I support my arguments with textual evidence (“word fro word” support) found in credible sources •I can alternate/opposing claims in my argument •I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. 	<ul style="list-style-type: none"> •I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society •I can choose a side of the argument and identify reasons that support my choice •I can determine the credibility of a source (who write it, when it was written, and why it was written) and the accuracy of the details presented int he source •I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence (“word for word” support) found in credible sources •I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section the supports my argument 	<ul style="list-style-type: none"> •I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society •I can choose a side of the argument, identify precise, knowledge claims, and establish the significance of the claims. •I can identify alternate or opposing claims that counter my argument. •I can organize claims, counterclaims, reasons and evidence into a logical sequence •I can anticipate my audience’s knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both •I can present my argument in a formal style and objective tone •I can create cohesion and clarify relationships among claims and counter claims using transitions as well as varied syntax •I can provide a concluding statement/section that supports my argument

Creative Technologies Academy
Common Core Informational/Explanatory Writing- Grades 6-10

WRITING STANDARDS	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Compose	write text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	write text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	write text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	write text to examine a topic and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content	write text to examine and convey ideas and information clearly and accurately through the effective selection, organization, and analysis of text
Introduction	introduce a topic	introduce a topic clearly, previewing what is to follow	introduce a topic clearly, previewing what is to follow	introduce a topic clearly	introduce a topic
Structure and Organization	organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect	organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect	organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect	organize complex ideas, concepts, and information to make important connections and distinctions	organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole
Formatting	include formatting (ie: headings) , graphics (ie: charts, tables), and multimedia when useful to aiding comprehension	include formatting (ie: headings) , graphics (ie: charts, tables), and multimedia when useful to aiding comprehension	include formatting (ie: headings) , graphics (ie: charts, tables), and multimedia when useful to aiding comprehension	include formatting (ie: headings) , graphics (ie: charts, tables), and multimedia when useful to aiding comprehension	include formatting (ie: headings) , graphics (ie: charts, tables), and multimedia when useful to aiding comprehension
Development	develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples and establish and maintain a formal style	develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples and establish and maintain a formal style	develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples and establish and maintain a formal style	develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of a topic; establish and maintain a formal style of objective tone while attending to the norms and conventions of the discipline in which they are writing	develop the topic thoroughly by selecting the most significant and relevant facts, extend definitions, create details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; establish and maintain a formal style of objective tone while attending to the norms and conventions of the discipline in which they are writing
Transition Words and Phrases	use appropriate transitions to clarify the relationship among ideas and concepts	use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts	use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts	use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
Language and Vocabulary	use precise language and domaine-specific vocabulary to inform about or explain the topic	use precise language and domaine-specific vocabulary to inform about or explain the topic	use precise language and domaine-specific vocabulary to inform about or explain the topic	use precise language and domaine-specific vocabulary to maintain manage the complexity of the topic	use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
Conclusion	•provide a concluding statement or section that follows from the information or explanation presented	provide a concluding statement or section that follows from and supports the information or explanation presented	provide a concluding statement or section that follows from and supports the information or explanation presented	provide a concluding statement or section that follows from and supports the information or explanation presented (ie: articulating implications or the significance of the topic)	provide a concluding statement or section the follows form and supports the information or explanation presented (ie: articulating implications or the significance of the topic)
LANGUAGE STANDARDS					
Conventions	<ul style="list-style-type: none"> •ensure pronouns are in proper case (subject, object, possessive) •use intensive pronouns (ie: myself, ourselves) •recognize and correct inappropriate shifts in pronoun number and person •recognize and correct vague pronouns (ie: ones with unclear or ambiguous antecedents) •recognize variations form standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language 	<ul style="list-style-type: none"> •explain the and demonstrate the use of : phrase, clause, simple sentence structure, compound sentence structure, complex sentence structure, compound-complex sentence structure, misplaced modifier, and dangling modifier •use comma to separate coordinate and noncoordinate adjectives •spell correctly 	<ul style="list-style-type: none"> •explain and demonstrate the use of: gerund, participle, infinitive, active voice, passive voice, indicative mood, imperative mood, interrogative mood, conditional mood, and subjective mood •use comas, ellipsis, dashes to indicate a pause or break •spell correctly 	<ul style="list-style-type: none"> •explain and demonstrate the use os parallel structure, phrases and clauses to convey specific meanings and add variety and interest to writing or presentations •use semicolon to link two or more closely related clauses •use a colon to introduce a list or quotation •spell correctly 	<ul style="list-style-type: none"> •apply the understanding that usage is a matter of convention, can change over time, and is sometime contested. •resolve issues of complex usage, consulting references (ie: Merriam-Webster’s Dictionary of English Usage, Garner’s American Usage) as needed •observe hyphenation conventions. •spell correctly
Learning Targets					
Student “I Can” Statements	<ul style="list-style-type: none"> •I can select a topic and identify and gather relevant information (ie: facts, definitions, details, quotations, examples) to share with my audience •I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best. •I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure (s) •I can present my information in a formal style that includes supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented. 	<ul style="list-style-type: none"> •I can select a topic and identify and gather relevant information (ie: facts, definitions, details, quotations, examples) to share with my audience •I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best. •I can analyze the information, identify vocabulary using my gathered structure (s) •I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and provide a concluding statement/section that supports the information presented. 	<ul style="list-style-type: none"> •I can select a topic and identify and gather relevant information (ie: facts, definitions, details, quotations, examples) to share with my audience •I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best. •I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented. 	<ul style="list-style-type: none"> •I can select a topic and identify and gather relevant information (ie: well-chosen facts, extended definitions, concrete details, quotations, examples) to share with my audience •I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my gathered structure (s) •I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented. 	<ul style="list-style-type: none"> •I can choose a topic and identify and select the most significant and relevant information (ie: well-chosen facts, extended definitions, create details, quotations, examples) to develop and share with my audience. •I can define common organizational/formatting structures (ie: headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what proceeds it. •I can analyze the information, identify vocabulary specific to my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure(s). •I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.

Creative Technologies Academy
Common Core Narrative Writing- Grades 6-10

WRITING STANDARDS	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Compose	develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences	develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences	develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences	develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Establish Situation	engage and orient the reader by establishing a context and introducing a narrator and/or characters	engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters	engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters	engage and orient the reader by setting out a problem, situation, or observation, establish one or multiple point(s) of view, and introducing a narrator and/or characters	engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters
Structure and Organization	organize an event sequence that unfolds naturally and logically	organize an event sequence that unfolds naturally and logically	organize an event sequence that unfolds naturally and logically	create a smooth progression of experiences or events	create a smooth progression of experiences or events
Details	use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters	use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters	use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters	use narrative techniques, such as dialogue, reflection, and multiple plot lines, to develop experiences or events	use narrative techniques, dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
Transition Words and Phrases	use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	use a variety of techniques to sequence events so that they build on one another to create a coherent whole	use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (ie:sense of mystery, suspense, growth or resolution)
Word Choice	use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
Conclusion	provide a conclusion that follows from and reflects on the narrated experiences or events.	provide a conclusion that follows from and reflects on the narrated experiences or events.	provide a conclusion that follows from and reflects on the narrated experiences or events.	provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
LANGUAGE STANDARDS					
Conventions	<ul style="list-style-type: none"> •ensure pronouns are in proper case (subject, object, possessive) •use intensive pronouns (ie: myself, ourselves) •recognize and correct inappropriate shifts in pronoun number and person •recognize and correct vague pronouns (ie: ones with unclear or ambiguous antecedents) •recognize variations form standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language 	<ul style="list-style-type: none"> •explain the and demonstrate the use of : phrase, clause, simple sentence structure, compound sentence structure, complex sentence structure, compound-complex sentence structure, misplaced modifier, and dangling modifier •use comma to separate coordinate and noncoordinate adjectives •spell correctly 	<ul style="list-style-type: none"> •explain and demonstrate the use of: gerund, participle, infinitive, active voice, passive voice, indicative mood, imperative mood, interrogative mood, conditional mood, and subjective mood •use comas, ellipsis, dashes to indicate a pause or break •spell correctly 	<ul style="list-style-type: none"> •explain and demonstrate the use os parallel structure, phrases and clauses to convey specific meanings and add variety and interest to writing or presentations •use semicolon to link two or more closely related clauses •use a colin to introduce a list or quotation •spell correctly 	<ul style="list-style-type: none"> •apply the understanding that usage is a matter of convention, can change over time, and is sometime contested. •resolve issues of complex usage, consulting references (ie: Merriam-Webster’s Dictionary of English Usage, Garner’s American Usage) as needed •observe hyphenation conventions. •spell correctly
Learning Targets					
Student “I Can” Statements	<ul style="list-style-type: none"> •I can define and describe the basic parts of plot (exposition, rising action, climax, falling actions, and resolution) •I can engage the reader by introducing the narrator (first, second, third point of view), characters, setting(set the scene), and the event that starts the story in motion •I can use narrative techniques (dialogue, pacing, and description) to develop a storyline where one event logically leads to another •I can use descriptive words and phrases that appeal to the senses and hep my reader understand the experiences and events (create mind pictures). •I can signal changes in time and place by using transition words, phrases, and clauses. •I can conclusions that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). 	<ul style="list-style-type: none"> •I can define and describe the basic parts of plot (exposition, rising action, climax, falling actions, and resolution) •I can engage the reader by introducing the narrator (first, second, third point of view), characters, setting(set the scene), and the event that starts the story in motion •I can use narrative techniques (dialogue, pacing, and description) to develop a storyline where one event logically leads to another •I can use descriptive words and phrases that appeal to the senses, capture the action, and hep my reader understand the experiences and events (create mind pictures). •I can signal changes in time and place by using transition words, phrases, and clauses. •I can write a logical conclusions that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). 	<ul style="list-style-type: none"> •I can define and describe the basic parts of plot (exposition, rising action, climax, falling actions, and resolution) •I can engage the reader by introducing the narrator (first, second, third point of view), characters, setting(set the scene), and the event that starts the story in motion •I can use narrative techniques (dialogue, pacing, and description) to develop a storyline where one event logically leads to another •I can use descriptive words and phrases that appeal to the senses, capture the action, and hep my reader understand the experiences and events (create mind pictures). •I can signal changes in time and place by using transition words, phrases, and clauses. •I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). 	<ul style="list-style-type: none"> •I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling actions, and resolution) •I can engage the reader by introducing the narrator (first, second, third point of view), characters, setting(set the scene), and the event that starts the story in motion •I can use narrative techniques (dialogue, pacing, and description, multiple plot lines) to develop a storyline where one event logically leads to another •I can use descriptive words and phrases that revel details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting and/or characters (create mind pictures) •I can signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events •I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). 	<ul style="list-style-type: none"> •I can engage the reader by introducing the narrator (first, second, third point of view), characters, setting(set the scene), and a problem, situation, or observation and its significance •I can use narrative techniques (dialogue, pacing, and description, reflection and/or multiple plot lines) to develop experiences, events, and/or characters. •I can use descriptive words and phrases that revel details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting and/or characters (create mind pictures) •I can sequence events and signal changes in time ad place by using transition words, phrases, and clauses to show the relationships among experiences and events. •I can create a coherent whole and build toward a particular tone and outcome using a variety of techniques (ie: repetition, vivid description, point of view). •I can write logical a conclusion that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).