

## GRADE SIX – CLAIM #2 NARRATIVE WRITE AND REVISE

Summative Assessment <b>Target 1</b>	
Write and Revise Brief <u>Narrative</u> Texts for Purpose Specific Targets	
<b>Target # 1</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.6.3a</b>	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>W.6.3b</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>W.6.3c</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
<b>W.6.3e</b>	Provide a conclusion that follows from the narrated experiences or events.
Language Support Standards for Write and Revise Brief Narrative Texts	
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>W.6.3d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>L.6.3.a</b>	Vary sentence patterns for meaning, reader/listener interest, and style.*
<b>L.6.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific...
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.6.1a</b>	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
<b>L.6.1b</b>	Use intensive pronouns (e.g., myself, ourselves).
<b>L.6.1c</b>	Recognize and correct inappropriate shifts in pronoun number and person.*
<b>L.6.1d</b>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
<b>L.6.1e</b>	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
<b>L.6.2a</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
<b>L.6.2b</b>	Spell correctly.
<b>L.6.3b</b>	Maintain consistency in style and tone.*
Summative Assessment <b>Target 2</b>	
Full Composition <u>Narrative</u> Text	
<b>Target # 2</b>	<b>Write full compositions</b> demonstrating narrative strategies...
<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.6.5</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE SIX – CLAIM #2 INFORMATIONAL/EXPLANATORY WRITE AND REVISE

Summative Assessment <b>Target 3</b>	
Write and Revise Brief <u>Informational/Explanatory</u> Texts for... Purpose Specific Targets	
<b>Target # 3</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
<b>W.6.2a</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>W.6.2b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>W.6.2c</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.
<b>W.6.2f</b>	Provide a concluding statement or section that follows from the information or explanation presented.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>W.6.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>L.6.3.a</b>	Vary sentence patterns for meaning, reader/listener interest, and style.*
<b>L.6.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific...
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.6.1a</b>	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
<b>L.6.1b</b>	Use intensive pronouns (e.g., myself, ourselves).
<b>L.6.1c</b>	Recognize and correct inappropriate shifts in pronoun number and person.*
<b>L.6.1d</b>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
<b>L.6.1e</b>	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
<b>W.6.2e</b>	Establish and maintain a formal style
<b>L.6.2a</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
<b>L.6.2b</b>	Spell correctly.
<b>L.6.3b</b>	Maintain consistency in style and tone.*

Summative Assessment <b>Target 4</b>	
Full Composition <u>Informational</u> Text	
<b>Target # 4</b>	<b>Write full compositions</b> on informational or explanatory texts on a topic....
<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.6.5</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE SIX – CLAIM #2 OPINION/ARGUMENT WRITE AND REVISE

Summative Assessment <b>Target 6</b>	
Write and Revise Brief <u>Opinion/Argument</u> Texts for... Purpose Specific Targets	
<b>Target # 6</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.6.1a</b>	Introduce claim(s) and organize the reasons and evidence clearly.
<b>W.6.1b</b>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
<b>W.6.1c</b>	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
<b>W.6.1e</b>	Provide a concluding statement or section that follows from the argument presented.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.6.3.a</b>	Vary sentence patterns for meaning, reader/listener interest, and style.*
<b>L.6.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific...
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.6.1a</b>	Ensure that pronouns are in the proper case (subjective, objective, and possessive).
<b>L.6.1b</b>	Use intensive pronouns (e.g., myself, ourselves).
<b>L.6.1c</b>	Recognize and correct inappropriate shifts in pronoun number and person.*
<b>L.6.1d</b>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
<b>L.6.1e</b>	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
<b>W.6.2d</b>	Establish and maintain a formal style
<b>L.6.2a</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
<b>L.6.2b</b>	Spell correctly.
<b>L.6.3b</b>	Maintain consistency in style and tone.*
Summative Assessment <b>Target 7</b>	
Full Composition <u>Opinion</u> Text	
<b>Target # 7</b>	<b>Write full compositions</b> that are persuasive/opinion pieces about topics or texts...
<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.6.5</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE SIX – CLAIM #4 RESEARCH AND INQUIRY

<b>Research Planning <u>Target 1</u></b>	
<b>Conduct short research projects to answer a multi-step question or to investigate different aspects (subtopics) of a broader topic or concept.</b>	
<b>Target 1</b>	Standards <b>W.6.6</b> and <b>W.6.7</b> in Writing Research is part of the Planning Phase I stage of Performance Tasks.
<b>W.6.6</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<b>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>Speaking and Listening Support Standards for Research Planning</b>	
<b>SL.2</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study
<b>SL.3</b>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b>SL.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

## GRADE SIX – CLAIM #4 RESEARCH AND INQUIRY

<b>Research <u>Target 2</u></b>	
<b>Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print sources.</b>	
<b>Target 2</b>	Standard <b>W.6.8</b> is only part of Claim #4 – Research.
<b>W.6.8</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Reading Informational Text Integrated and Supporting Standard</b>	
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



## **GRADE SIX – CLAIM #4 RESEARCH AND INQUIRY**

<b>Research <u>Target 3</u></b>	
<b>Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.</b>	
<b>Target 3</b>	Standard <u>W.6.9</u> is the only standard in Target 3 – focus only on relevant/irrelevant information (fact vs opinion).
<u>W.6.9</u>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **GRADE SIX – CLAIM #4 RESEARCH AND INQUIRY**

<b>Research <u>Target 4</u></b>	
<b>Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.</b>	
<b>Target 2</b>	Standard <u>W.6.8</u> is only part of Claim #4 – Research.
<u>W.6.8</u>	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.
<u>W.6.9</u>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Reading Informational Text Integrated and Supporting Standard</b>	
<u>RI.4.9</u>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## GRADE FIVE NARRATIVE WRITE AND REVISE

<b>Summative Assessment <u>Target 1</u></b>	
<b>Write and Revise Brief Narrative Texts for Purpose Specific Targets</b>	
<b>Target # 1</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situation.
<b>W.5.3c</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<b>W.5.3e</b>	Provide a conclusion that follows from the narrated experiences or events.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>L.5.3.a</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
<b>L.5.1b</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
<b>L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.
<b>L.5.1d</b>	Recognize and correct inappropriate shifts in verb tense.*
<b>L.5.1e</b>	Use correlative conjunctions (e.g., either/or, neither/nor).
<b>L.5.2a</b>	Use punctuation to separate items in a series.*
<b>L.5.2b</b>	Use a comma to separate an introductory element from the rest of the sentence.
<b>L.5.2c</b>	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
<b>L.5.2d</b>	Use underlining, quotation marks, or italics to indicate titles of works.
<b>L.5.2e</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Reading Informational Text Integrated and Supporting Standard</b>	
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

<b>Summative Assessment <u>Target 2</u></b>	
<b>Full Composition Narrative Text</b>	
<b>Target # 2</b>	<b>Write full compositions</b> demonstrating narrative strategies...
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.5.5</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE FIVE INFORMATIONAL/EXPLANATORY WRITE AND REVISE

Summative Assessment <b>Target 3</b>	
Write and Revise Brief <u>Informational/Explanatory</u> Texts for... Purpose Specific Targets	
<b>Target # 3</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.5.2a</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.5.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>W.5.2c</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
<b>W.5.2e</b>	Provide a concluding statement or section related to the information or explanation presented.
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>W.5.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>L.5.3.a</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
<b>L.5.1b</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
<b>L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.
<b>L.5.1d</b>	Recognize and correct inappropriate shifts in verb tense.*
<b>L.5.1e</b>	Use correlative conjunctions (e.g., either/or, neither/nor).
<b>L.5.2a</b>	Use punctuation to separate items in a series.*
<b>L.5.2b</b>	Use a comma to separate an introductory element from the rest of the sentence.
<b>L.5.2c</b>	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
<b>L.5.2d</b>	Use underlining, quotation marks, or italics to indicate titles of works.
<b>L.5.2e</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Summative Assessment <b>Target 4</b>	
Full Composition <u>Informational</u> Text	
<b>Target # 4</b>	<b>Write full compositions</b> on informational or explanatory texts on a topic....
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly..
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (
<b>W.5.5</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.



## GRADE FIVE OPINION/ARGUMENT WRITE AND REVISE

Summative Assessment <b>Target 6</b>	
Write and Revise Brief <u>Opinion/Argument</u> Texts for... Purpose Specific Targets	
<b>Target # 6</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.5.1a</b>	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
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.
<b>W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>W.5.1d</b>	Provide a concluding statement or section related to the opinion presented.
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.5.3.a</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
<b>L.5.1b</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
<b>L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.
<b>L.5.1d</b>	Recognize and correct inappropriate shifts in verb tense.*
<b>L.5.1e</b>	Use correlative conjunctions (e.g., either/or, neither/nor).
<b>L.5.2a</b>	Use punctuation to separate items in a series.*
<b>L.5.2b</b>	Use a comma to separate an introductory element from the rest of the sentence.
<b>L.5.2c</b>	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
<b>L.5.2d</b>	Use underlining, quotation marks, or italics to indicate titles of works.
<b>L.5.2e</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Summative Assessment <b>Target 7</b>	
Full Composition <u>Opinion</u> Text	
<b>Target # 7</b>	<b>Write full compositions</b> that are persuasive/opinion pieces about topics or texts...
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.5.5</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE FOUR NARRATIVE WRITE AND REVISE

Summative Assessment <b>Target 1</b>	
Write and Revise Brief Narrative Texts for Purpose Specific Targets	
<b>Target # 1</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.3b</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>W.4.3c</b>	Use a variety of transitional words and phrases to manage the sequence of events.
<b>W.4.3e</b>	Provide a conclusion that follows from the narrated experiences or events.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>W.4.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>L.4.3.a</b>	Choose words and phrases to convey ideas precisely.*
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.4.1a</b>	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
<b>L.4.1b</b>	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
<b>L.4.1c</b>	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
<b>L.4.1d</b>	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
<b>L.4.1e</b>	Form and use prepositional phrases.
<b>L.4.1f</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
<b>L.4.1g</b>	Correctly use frequently confused words (e.g., to, too, two; there, their).*
<b>L.4.2a</b>	Use correct capitalization.
<b>L.4.2b</b>	Use commas and quotation marks to mark direct speech and quotations from a text.
<b>L.4.2c</b>	Use a comma before a coordinating conjunction in a compound sentence.
<b>L.4.2d</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.4.3b</b>	Choose punctuation for effect.*
<b>L.4.3c</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Summative Assessment <b>Target 2</b>	
Full Composition Narrative Text	
<b>Target # 2</b>	<b>Write full compositions</b> demonstrating narrative strategies...
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.4.5</b>	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.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE FOUR INFORMATIONAL/EXPLANATORY WRITE AND REVISE

<b>Summative Assessment <u>Target 3</u></b>	
<b>Write and Revise Brief <u>Informational/Explanatory</u> Texts for...</b>	
<b>Purpose Specific Targets</b>	
<b>Target # 3</b>	<b><u>WRITE/REVISE BRIEF TEXTS:</u></b> Write or revise one or more paragraphs...
<b><u>W.4.2</u></b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b><u>W.4.2a</u></b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b><u>W.4.2b</u></b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b><u>W.4.2c</u></b>	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
<b><u>W.4.2e</u></b>	Provide a concluding statement or section related to the information or explanation presented.
<b><u>W.4.9</u></b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Target # 8</b>	<b><u>LANGUAGE &amp; VOCABULARY USE:</u></b> Strategically use language and vocabulary...
<b><u>W.4.3d</u></b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b><u>L.4.3.a</u></b>	Choose words and phrases to convey ideas precisely.*
<b><u>L.4.6</u></b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
<b>Target #9</b>	<b><u>EDIT/CLARIFY:</u></b> Apply or edit grade-appropriate grammar usage and mechanics...
<b><u>L.4.1a</u></b>	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
<b><u>L.4.1b</u></b>	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
<b><u>L.4.1c</u></b>	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
<b><u>L.4.1d</u></b>	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
<b><u>L.4.1e</u></b>	Form and use prepositional phrases.
<b><u>L.4.1f</u></b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
<b><u>L.4.1g</u></b>	Correctly use frequently confused words (e.g., to, too, two; there, their).*
<b><u>L.4.2a</u></b>	Use correct capitalization.
<b><u>L.4.2b</u></b>	Use commas and quotation marks to mark direct speech and quotations from a text.
<b><u>L.4.2c</u></b>	Use a comma before a coordinating conjunction in a compound sentence.
<b><u>L.4.2d</u></b>	Spell grade-appropriate words correctly, consulting references as needed.
<b><u>L.4.3b</u></b>	Choose punctuation for effect.*
<b><u>L.4.3c</u></b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>Summative Assessment <u>Target 4</u></b>	
<b>Full Composition <u>Informational</u> Text</b>	
<b>Target # 4</b>	<b><u>Write full compositions</u></b> on informational or explanatory texts on a topic....
<b><u>W.4.2</u></b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b><u>W.4.4</u></b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
<b><u>W.4.5</u></b>	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.
<b><u>W.6.9</u></b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## GRADE FOUR OPINION/ARGUMENT WRITE AND REVISE

Summative Assessment <b>Target 6</b>	
Write and Revise Brief <u>Opinion/Argument</u> Texts for...Purpose Specific Targets	
Writing/revision pieces of 1-2 paragraphs, used to demonstrate application of basic organizational structures, narrative strategies, etc. are generally DOK 2 level items.	
<b>Target # 6</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.4.1a</b>	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
<b>W.4.1b</b>	Provide reasons that are supported by facts and details.
<b>W.4.1c</b>	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
<b>W.4.1d</b>	Provide a concluding statement or section related to the opinion presented.
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.4.3.a</b>	Choose words and phrases to convey ideas precisely.*
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.4.1a</b>	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
<b>L.4.1b</b>	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
<b>L.4.1c</b>	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
<b>L.4.1d</b>	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
<b>L.4.1e</b>	Form and use prepositional phrases.
<b>L.4.1f</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
<b>L.4.1g</b>	Correctly use frequently confused words (e.g., to, too, two; there, their).*
<b>L.4.2a</b>	Use correct capitalization.
<b>L.4.2b</b>	Use commas and quotation marks to mark direct speech and quotations from a text.
<b>L.4.2c</b>	Use a comma before a coordinating conjunction in a compound sentence.
<b>L.4.2d</b>	Spell grade-appropriate words correctly, consulting references as needed.
<b>L.4.3b</b>	Choose punctuation for effect.*
<b>L.4.3c</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Summative Assessment <b>Target 7</b>	
Full Composition <u>Informational</u> Text	
<b>Target # 7</b>	<b>Write full compositions</b> on informational or explanatory texts on a topic....
<b>W.4.2</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.4.5</b>	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.
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.



## GRADE THREE NARRATIVE WRITE AND REVISE

<b>Summative Assessment <u>Target 1</u></b>	
<b>Write and Revise Brief Narrative Texts for Purpose Specific Targets</b>	
<b>Target # 1</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b><u>W.3.3</u></b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b><u>W.3.3a</u></b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<b><u>W.3.3b</u></b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
<b><u>W.3.3c</u></b>	Use temporal words and phrases to signal event order.
<b><u>W.3.3d</u></b>	Provide a sense of closure.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b><u>L.3.3.a</u></b>	Choose words and phrases for effect.*
<b><u>L.3.6</u></b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b><u>L.3.1a</u></b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
<b><u>L.3.1b</u></b>	Form and use regular and irregular plural nouns.
<b><u>L.3.1c</u></b>	Form and use regular and irregular verbs.
<b><u>L.3.1d</u></b>	Form and use regular and irregular verbs.
<b><u>L.3.1e</u></b>	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
<b><u>L.3.1f</u></b>	Ensure subject-verb and pronoun-antecedent agreement.*
<b><u>L.3.1g</u></b>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<b><u>L.3.1h</u></b>	Use coordinating and subordinating conjunctions
<b><u>L.3.1i</u></b>	Produce simple, compound, and complex sentences.
<b><u>L.3.2a</u></b>	Capitalize appropriate words in titles.
<b><u>L.3.2b</u></b>	Use commas in addresses.
<b><u>L.3.2c</u></b>	Use commas and quotation marks in dialogue.
<b><u>L.3.2d</u></b>	Form and use possessives.
<b><u>L.3.2e</u></b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
<b><u>L.3.2f</u></b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
<b><u>L.3.2g</u></b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b><u>L.3.3.b</u></b>	Recognize and observe differences between the conventions of spoken and written standard English.
<b>Summative Assessment <u>Target 2</u></b>	
<b>Full Composition Narrative Text</b>	
<b>Target # 2</b>	<b><u>Write full compositions</u></b> demonstrating narrative strategies...
<b><u>W.3.3</u></b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b><u>W.3.4</u></b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b><u>W.3.5</u></b>	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 THREE INFORMATIONAL/EXPLANATORY WRITE AND REVISE

### Summative Assessment **Target 3**

#### Write and Revise Brief Informational/Explanatory Texts for...

#### Purpose Specific Targets

<b>Target # 3</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.3.2a</b>	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
<b>W.3.2b</b>	Develop the topic with facts, definitions, and details.
<b>W.3.2c</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<b>W.3.2.d</b>	Provide a concluding statement or section.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.3.3.a</b>	Choose words and phrases for effect.*
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.3.1a</b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
<b>L.3.1b</b>	Form and use regular and irregular plural nouns.
<b>L.3.1c</b>	Form and use regular and irregular verbs.
<b>L.3.1d</b>	Form and use regular and irregular verbs.
<b>L.3.1e</b>	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
<b>L.3.1f</b>	Ensure subject-verb and pronoun-antecedent agreement.*
<b>L.3.1g</b>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.3.1h</b>	Use coordinating and subordinating conjunctions
<b>L.3.1i</b>	Produce simple, compound, and complex sentences.
<b>L.3.2a</b>	Capitalize appropriate words in titles.
<b>L.3.2b</b>	Use commas in addresses.
<b>L.3.2c</b>	Use commas and quotation marks in dialogue.
<b>L.3.2d</b>	Form and use possessives.
<b>L.3.2e</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
<b>L.3.2f</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
<b>L.3.2g</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>L.3.3.b</b>	Recognize and observe differences between the conventions of spoken and written standard English.

### Summative Assessment **Target 4**

#### Full Composition Informational Text

<b>Target # 4</b>	<b>Write full compositions</b> on informational or explanatory texts on a topic....
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.3.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.3.5</b>	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 THREE OPINION WRITE AND REVISE

Summative Assessment <b>Target 6</b>	
Write and Revise Brief <u>OPINION</u> Texts for... Purpose Specific Targets	
<b>Target # 6</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>W.3.1a</b>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
<b>W.3.1b</b>	Provide reasons that support the opinion.
<b>W.3.1c</b>	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
<b>W.3.1d</b>	Provide a concluding statement or section.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.3.3.a</b>	Choose words and phrases for effect.*
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.3.1a</b>	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
<b>L.3.1b</b>	Form and use regular and irregular plural nouns.
<b>L.3.1c</b>	Form and use regular and irregular verbs.
<b>L.3.1d</b>	Form and use regular and irregular verbs.
<b>L.3.1e</b>	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
<b>L.3.1f</b>	Ensure subject-verb and pronoun-antecedent agreement.*
<b>L.3.1g</b>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.3.1h</b>	Use coordinating and subordinating conjunctions
<b>L.3.1i</b>	Produce simple, compound, and complex sentences.
<b>L.3.2a</b>	Capitalize appropriate words in titles.
<b>L.3.2b</b>	Use commas in addresses.
<b>L.3.2c</b>	Use commas and quotation marks in dialogue.
<b>L.3.2d</b>	Form and use possessives.
<b>L.3.2e</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
<b>L.3.2f</b>	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
<b>L.3.2g</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>L.3.3.b</b>	Recognize and observe differences between the conventions of spoken and written standard English.

Summative Assessment <b>Target 7</b>	
Full Composition <u>Opinion</u> Text	
<b>Target #7</b>	<b>Write full compositions</b> that are persuasive/opinion pieces about topics or texts...
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>W.3.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.3.5</b>	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 TWO NARRATIVE WRITE AND REVISE

Summative Assessment <b>Target 1</b>	
Write and Revise Brief <u>Narrative</u> Texts for Purpose Specific Targets	
<b>Target # 1</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
<b>a</b>	recount a well-elaborated event or short sequence of events
<b>b</b>	include details to describe actions, thoughts, and feelings
<b>c</b>	use temporal words to signal event order
<b>d</b>	provide a sense of closure
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.2.3.a</b>	Compare formal and informal uses of English.
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.2.1a</b>	Use collective nouns (e.g., group).
<b>L.2.1b</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>L.2.1c</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.2.2f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
<b>L.2.2a</b>	Capitalize holidays, product names, and geographic names
<b>L.2.2b</b>	Use commas in greetings and closings of letters.
<b>L.2.2c</b>	Use an apostrophe to form contractions and frequently occurring possessives.
<b>L.2.2d</b>	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
<b>L.2.2e</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Summative Assessment <b>Target 2</b>	
Full Composition <u>Narrative</u> Text	
<b>Target # 2</b>	<b>Write full compositions</b> demonstrating narrative strategies...
<b>W.2.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## GRADE TWO INFORMATIONAL/EXPLANATORY WRITE AND REVISE

Summative Assessment <b>Target 3</b>	
Write and Revise Brief <u>Informational/Explanatory</u> Texts for... Purpose Specific Targets	
<b>Target # 3</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
<b>a</b>	Introduce a topic
<b>b</b>	develop points with facts and definitions
<b>d</b>	provide a sense of closure
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.2.3.a</b>	Compare formal and informal uses of English.
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.2.1a</b>	Use collective nouns (e.g., group).
<b>L.2.1b</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>L.2.1c</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.2.2f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
<b>L.2.2a</b>	Capitalize holidays, product names, and geographic names
<b>L.2.2b</b>	Use commas in greetings and closings of letters.
<b>L.2.2c</b>	Use an apostrophe to form contractions and frequently occurring possessives.
<b>L.2.2d</b>	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
<b>L.2.2e</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Summative Assessment <b>Target 4</b>	
Full Composition <u>Informational</u> Text	
<b>Target # 4</b>	<b>Write full compositions</b> on informational or explanatory texts on a topic....
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## GRADE TWO OPINION/ARGUMENT WRITE AND REVISE

Summative Assessment <b>Target 6</b>	
Write and Revise Brief <u>Opinion/Argument</u> Texts for...	
Purpose Specific Targets	
<b>Target # 6</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.2.1</b>	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
<b>a</b>	Introduce a topic or book.
<b>b</b>	State an opinion.
<b>d</b>	Supply reasons to support an opinion.
<b>e</b>	Provide a concluding statement or section.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.2.3.a</b>	Compare formal and informal uses of English.
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.2.1a</b>	Use collective nouns (e.g., group).
<b>L.2.1b</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>L.2.1c</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.2.2f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
<b>L.2.2a</b>	Capitalize holidays, product names, and geographic names
<b>L.2.2b</b>	Use commas in greetings and closings of letters.
<b>L.2.2c</b>	Use an apostrophe to form contractions and frequently occurring possessives.
<b>L.2.2d</b>	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
<b>L.2.2e</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Summative Assessment <b>Target 7</b>	
Full Composition <u>Opinion</u> Text	
<b>Target #7</b>	<b>Write full compositions</b> that are persuasive/opinion pieces about topics or texts...
<b>W.2.1</b>	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.
<b>W.2.5</b>	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 ONE NARRATIVE WRITE AND REVISE

<b>Summative Assessment <u>Target 1</u></b>	
<b>Write and Revise Brief <u>Narrative</u> Texts for Purpose Specific Targets</b>	
<b>Target # 1</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b><u>W.1.3</u></b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b><u>a</u></b>	recount two or more appropriately sequenced events
<b><u>b</u></b>	include some details regarding what happened
<b><u>c</u></b>	use temporal words to signal event order
<b><u>d</u></b>	provide some sense of closure
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b><u>L.1.6</u></b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b><u>L.1.1a</u></b>	Print all upper- and lowercase letters.
<b><u>L.1.1b</u></b>	Use common, proper, and possessive nouns.
<b><u>L.1.1c</u></b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
<b><u>L.1.1d</u></b>	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
<b><u>L.1.1e</u></b>	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
<b><u>L.1.1f</u></b>	Use frequently occurring adjectives.
<b><u>L.1.1g</u></b>	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<b><u>L.1.1h</u></b>	Use determiners (e.g., articles, demonstratives).
<b><u>L.1.1i</u></b>	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b><u>L.1.1j</u></b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
<b><u>L.1.2a</u></b>	Capitalize dates and names of people
<b><u>L.1.2b</u></b>	Use end punctuation for sentences.
<b><u>L.1.2c</u></b>	Use commas in dates and to separate single words in a series.
<b>Summative Assessment <u>Target 2</u></b>	
<b>Full Composition <u>Narrative</u> Text</b>	
<b>Target # 2</b>	<b><u>Write full compositions</u></b> demonstrating narrative strategies...
<b><u>W.1.3</u></b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b><u>W.1.5</u></b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## GRADE ONE INFORMATIONAL/EXPLANATORY WRITE AND REVISE

<b>Summative Assessment <u>Target 3</u></b>	
<b>Write and Revise Brief <u>Informational/Explanatory</u> Texts for...</b>	
<b>Purpose Specific Targets</b>	
<b>Target # 3</b>	<b><u>WRITE/REVISE BRIEF TEXTS:</u></b> Write or revise one or more paragraphs...
<b><u>W.1.2</u></b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b><u>a</u></b>	Name a topic
<b><u>b</u></b>	Supply facts about a topic
<b><u>d</u></b>	provide some sense of closure
<b>Target # 8</b>	<b><u>LANGUAGE &amp; VOCABULARY USE:</u></b> Strategically use language and vocabulary...
<b><u>L.1.6</u></b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<b>Target #9</b>	<b><u>EDIT/CLARIFY:</u></b> Apply or edit grade-appropriate grammar usage and mechanics...
<b><u>L.1.1a</u></b>	Print all upper- and lowercase letters.
<b><u>L.1.1b</u></b>	Use common, proper, and possessive nouns.
<b><u>L.1.1c</u></b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
<b><u>L.1.1d</u></b>	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
<b><u>L.1.1e</u></b>	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
<b><u>L.1.1f</u></b>	Use frequently occurring adjectives.
<b><u>L.1.1g</u></b>	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<b><u>L.1.1h</u></b>	Use determiners (e.g., articles, demonstratives).
<b><u>L.1.1i</u></b>	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b><u>L.1.1j</u></b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
<b><u>L.1.2a</u></b>	Capitalize dates and names of people
<b><u>L.1.2b</u></b>	Use end punctuation for sentences.
<b><u>L.1.2c</u></b>	Use commas in dates and to separate single words in a series.
<b>Summative Assessment <u>Target 4</u></b>	
<b>Full Composition <u>Informational</u> Text</b>	
<b>Target # 4</b>	<b><u>Write full compositions</u></b> on informational or explanatory texts on a topic....
<b><u>W.1.2</u></b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b><u>W.1.5</u></b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## GRADE ONE OPINION/ARGUMENT WRITE AND REVISE

Summative Assessment <b>Target 6</b>	
Write and Revise Brief <u>Opinion/Argument</u> Texts for...	
Purpose Specific Targets	
<b>Target # 6</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<b>a</b>	Introduce a topic or the name of a book they are writing about.
<b>b</b>	State an opinion.
<b>d</b>	Supply a reason for the opinion.
<b>e</b>	Provide some sense of closure.
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.1.1a</b>	Print all upper- and lowercase letters.
<b>L.1.1b</b>	Use common, proper, and possessive nouns.
<b>L.1.1c</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
<b>L.1.1d</b>	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
<b>L.1.1e</b>	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
<b>L.1.1f</b>	Use frequently occurring adjectives.
<b>L.1.1g</b>	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<b>L.1.1h</b>	Use determiners (e.g., articles, demonstratives).
<b>L.1.1i</b>	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>L.1.1j</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
<b>L.1.2a</b>	Capitalize dates and names of people
<b>L.1.2b</b>	Use end punctuation for sentences.
<b>L.1.2c</b>	Use commas in dates and to separate single words in a series.
<b>L.1.2d</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>L.1.2e</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Summative Assessment <b>Target 7</b>	
Full Composition <u>Opinion</u> Text	
<b>Target #7</b>	<b>Write full compositions</b> that are persuasive/opinion pieces about topics or texts...
<b>W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<b>W.1.5</b>	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.

## KINDERGARTEN NARRATIVE WRITE AND REVISE

Summative Assessment <b>Target 1</b>	
Write and Revise Brief <u>Narrative</u> Texts for Purpose Specific Targets	
<b>Target # 1</b>	<b>WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs...
<b>W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<b>a</b>	drawing, dictating, and writing to narrate a single event
<b>b</b>	drawing, dictating, and writing to narrate several loosely linked events
<b>c</b>	tell about the events in the order in which they occurred
<b>d</b>	provide a reaction to what happened
<b>Target # 8</b>	<b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary...
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Target #9</b>	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics...
<b>L.K.1a</b>	Print many upper- and lowercase letters
<b>L.K.1b</b>	Use frequently occurring nouns and verbs.
<b>L.K.1c</b>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
<b>L.K.1d</b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
<b>L.K.1e</b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
<b>L.K.1f</b>	Produce and expand complete sentences in shared language activities.
<b>L.K.2a</b>	Capitalize the first word in a sentence and the pronoun I
<b>L.K.2b</b>	Recognize and name end punctuation.
<b>L.K.2c</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>L.K.2d</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Summative Assessment <b>Target 2</b>	
Full Composition <u>Narrative</u> Text	
<b>Target # 2</b>	<b>Write full compositions</b> demonstrating narrative strategies...
<b>W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<b>W.K.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## KINDERGARTEN INFORMATIONAL/EXPLANATORY WRITE AND REVISE

<b>Summative Assessment <span style="color: red;">Target 3</span></b>	
<b>Write and Revise Brief <u>Informational/Explanatory</u> Texts for...</b>	
<b>Purpose Specific Targets</b>	
<b>Target # 3</b>	<b><u>WRITE/REVISE BRIEF TEXTS:</u></b> Write or revise one or more paragraphs...
<b><u>W.K.2</u></b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<b><u>a</u></b>	students names what he/she is writing about
<b><u>b</u></b>	supply some information about the topic
<b>Target # 8</b>	<b><u>LANGUAGE &amp; VOCABULARY USE:</u></b> Strategically use language and vocabulary...
<b><u>L.K.6</u></b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Target #9</b>	<b><u>EDIT/CLARIFY:</u></b> Apply or edit grade-appropriate grammar usage and mechanics...
<b><u>L.K.1a</u></b>	Print many upper- and lowercase letters
<b><u>L.K.1b</u></b>	Use frequently occurring nouns and verbs.
<b><u>L.K.1c</u></b>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
<b><u>L.K.1d</u></b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
<b><u>L.K.1e</u></b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
<b><u>L.K.1f</u></b>	Produce and expand complete sentences in shared language activities.
<b><u>L.K.2a</u></b>	Capitalize the first word in a sentence and the pronoun I
<b><u>L.K.2b</u></b>	Recognize and name end punctuation.
<b><u>L.K.2c</u></b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b><u>L.K.2d</u></b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<b>Summative Assessment <span style="color: red;">Target 4</span></b>	
<b>Full Composition <u>Informational</u> Text</b>	
<b>Target # 4</b>	<b><u>Write full compositions</u></b> on informational or explanatory texts on a topic....
<b><u>W.K.2</u></b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<b><u>W.K.5</u></b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.



## KINDERGARTEN OPINION/ARGUMENT WRITE AND REVISE

<b>Summative Assessment <u>Target 6</u></b>	
<b>Write and Revise Brief <u>Informational/Explanatory</u> Texts for...</b>	
<b>Purpose Specific Targets</b>	
<b>Target # 6</b>	<b><u>WRITE/REVISE BRIEF TEXTS</u></b> : Write or revise one or more paragraphs...
<b><u>W.K.1</u></b>	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., My favorite book is...).
<b><u>a</u></b>	Draw, dictate and/or write to tell a reader the topic or the name of the book they are writing about.
<b><u>b</u></b>	State an opinion or preference about the book or topic.
<b>Target # 8</b>	<b><u>LANGUAGE &amp; VOCABULARY USE</u></b> : Strategically use language and vocabulary...
<b><u>L.K.6</u></b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Target #9</b>	<b><u>EDIT/CLARIFY</u></b> : Apply or edit grade-appropriate grammar usage and mechanics...
<b><u>L.K.1a</u></b>	Print many upper- and lowercase letters
<b><u>L.K.1b</u></b>	Use frequently occurring nouns and verbs.
<b><u>L.K.1c</u></b>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
<b><u>L.K.1d</u></b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
<b><u>L.K.1e</u></b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
<b><u>L.K.1f</u></b>	Produce and expand complete sentences in shared language activities.
<b><u>L.K.2a</u></b>	Capitalize the first word in a sentence and the pronoun I
<b><u>L.K.2b</u></b>	Recognize and name end punctuation.
<b><u>L.K.2c</u></b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b><u>L.K.2d</u></b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<b>Summative Assessment <u>Target 7</u></b>	
<b>Full Composition <u>Opinion</u> Text</b>	
<b>Target #7</b>	<b><u>Write full compositions</u></b> that are persuasive/opinion pieces about topics or texts...
<b><u>W.K.1</u></b>	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., My favorite book is...).
<b><u>W.K.5</u></b>	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.