



National Center and State Collaborative

# **Writing Instructional Families – Writing Persuasive Text**

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.



National Center and State Collaborative

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

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



This work was developed as part of the National Center and State Collaborative and supported by a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, [Susan.Weigert@Ed.gov](mailto:Susan.Weigert@Ed.gov)). The contents do not necessarily represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

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

This document is available in alternative formats upon request.

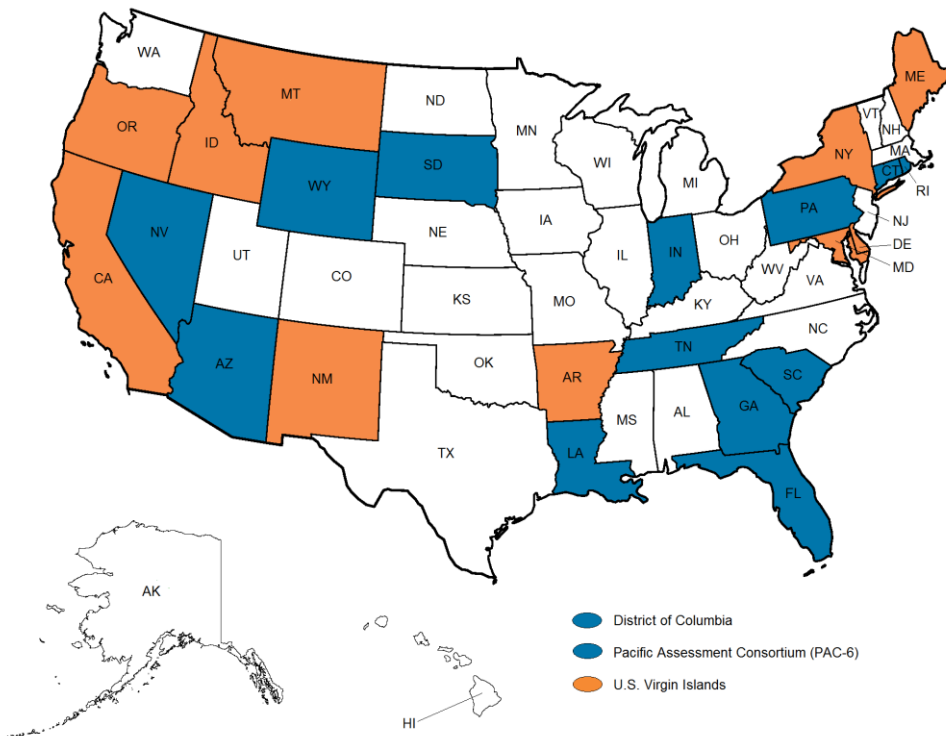


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

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

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



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

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



National Center and State Collaborative

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



150 Pillsbury Drive SE  
207 Pattee Hall  
Minneapolis, MN 55455  
Phone: 612-708-6960  
Fax: 612-624-0879  
[www.ncscpartners.org](http://www.ncscpartners.org)



National Center and State Collaborative

# **Writing Instructional Families – Writing Persuasive Text**

October 2013

## Table of Contents

Writing Persuasive Text: Distribution of Learning Targets, CCSS Anchor Standards, and Instructional Families.....	7
Writing Persuasive Text: Text Types and Purposes Grades K-2 .....	8
Writing Persuasive Text: Production and Distribution of Writing Grades K-2 .....	9
Writing Persuasive Text: Research to Build and Present Knowledge Grades K-2 .....	10
Writing Persuasive Text: Text Types and Purposes Grades 3-5.....	11
Writing Persuasive Text: Production and Distribution of Writing Grades 3-5.....	12
Writing Persuasive Text: Research to Build and Present Knowledge Grades 3-5 .....	13
Writing Persuasive Text: Text Types and Purposes Grades 6-8.....	14
Writing Persuasive Text: Production and Distribution of Writing Grades 6-8.....	16
Writing Persuasive Text: Research to Build and Present Knowledge Grades 6-8 .....	17
Writing Persuasive Text: Text Types and Purposes Grades 9-12.....	18
Writing Persuasive Text: Production and Distribution of Writing Grades 9-12.....	19
Writing Persuasive Text: Research to Build and Present Knowledge Grades 9-12 .....	20

# Writing Persuasive Text: Distribution of Learning Targets, CCSS Anchor Standards, and Instructional Families

	(K-4) Elementary School Learning Targets					(5-8) Middle School Learning Targets				(9-12) High School Learning Targets	
	<i>E.WP Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition-support) and an understanding of topics or texts to develop and support opinions about them for authentic reasons.</i>					<i>M.WP Apply organizational strategies (e.g., cause-effect, problem-solution, proposition-support, critique), and use of multiple sources to analyze topics or texts in order to support a claim/thesis for authentic and varied audiences.</i>				<i>H.WP Apply organizational structures (e.g., proposition-support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.</i>	
<b>Instructional Families (CCSS Anchors &amp; Anchor Standards (AS))</b>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
<b><u>Text Types and Purposes</u></b> CCSS AS: WP1. Write Arguments to Support Claims W2. Write Informative Text W3. Text Types and Purposes											
<b><u>Production and Distribution of Writing</u></b> CCSS AS: W4. Develop appropriate Product for the Task, Audience & Purpose W5. Writing Process W.6 Use Technology to Produce and Publish Writing											
<b><u>Research to Build and Present Knowledge</u></b> CCSS AS: WP8. Gather Information W9. Draw Evidence from Text											

## Writing Persuasive Text: Text Types and Purposes Grades K-2

**Learning Target:** *E.WP* Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition support) and an understanding of topics or texts to develop and support opinions about them for authentic audiences.

<b>WP 1. Write Arguments to Support Claims</b>
K.WP.a2 Draw, dictate, or write an idea about a topic or text. <b>K.W.1</b>
K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing. <b>K.SL.4</b>
K.WP.b1 State an opinion or preference about the topic or text. <b>K.W.1</b>
K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest. <b>K.W.1</b>
1.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text. <b>K.W.1</b>
1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing. <b>1.SL.4</b>
1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion. <b>1.W.1</b>
1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest. <b>1.W.1</b>
1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason. <b>1.W.1</b>
1.WP.g2 Write an opinion piece that includes a sense of closure. <b>1.W.1</b>
2.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text. <b>K.W.1</b>
2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing. <b>1.SL.4</b>
2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion. <b>2.W.1</b>
2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing. <b>2.W.1</b>
2.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest; include at least one reason that supports the opinion. <b>2.W.1</b>
2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement. <b>2.W.1</b>



## Writing Persuasive Text: Production and Distribution of Writing Grades K-2

**Learning Target:** *E.WP Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition support) and an understanding of topics or texts to develop and support opinions about them for authentic audiences.*

<b>WP 5. Writing Process</b>
K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen writing. <b>K.W.5</b>
K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing. <b>K.W.5</b>
1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen writing. <b>1.W.5</b>
1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing. <b>1.W.5</b>
1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product. <b>1.W.5</b>
2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen writing. <b>2.W.5</b>
2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing. <b>2.W.5</b>
2.HD.g4 With guidance and support from adults, work with a peer to revise a permanent product. <b>2.W.5</b>
2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product. <b>2.W.5</b>

<b>WP 6. Use Technology to Produce and Publish Writing</b>
K.HD.g1 With guidance and support from adults, use a writing template, tool, or mentor text to develop writing skills. <b>K.W.6</b>
1.HD.g2 With guidance and support from adults, use a writing template, tool, or mentor text to develop writing skills. <b>1.W.6</b>
2.HD.g2 With guidance and support from adults, use a writing template, tool, or mentor text to develop writing skills. <b>2.W.6</b>

## Writing Persuasive Text: Research to Build and Present Knowledge Grades K-2

**Learning Target:** *E.WP Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition support) and an understanding of topics or texts to develop and support opinions about them for authentic audiences.*

<b>WP 8. Gather Information</b>
K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question. <b>K.W.8</b>
K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question. <b>K.W.8</b>
K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question. <b>K.W.8</b>
1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question. <b>1.W.8</b>
1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question. <b>1.W.8</b>
2.WP.a3 Recall information from experiences to answer a question. <b>2.W.8</b>
2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic. <b>2.W.8</b>
2.WP.d2 Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion. <b>2.W.8</b>
2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question. <b>2.W.8</b>

## Writing Persuasive Text: Text Types and Purposes Grades 3-5

**Learning Target: E.WP** Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition support) and an understanding of topics or texts to develop and support opinions about them for authentic audiences.

### WP 1. Write Arguments to Support Claims

3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion. <b>3.W.1a</b>
3.WP.l1 Provide reasons or facts that support a stated opinion. <b>3.W.1b</b>
3.WP.m1 Use linking words and phrases that connect the opinions and reasons. <b>3.W.1c</b>
3.WP.n1 Provide a concluding statement or section. <b>3.W.1d</b>
4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion. <b>4.W.1</b>
4.WP.l1 Provide reasons which include facts and details that support a stated opinion. <b>4.W.1</b>
4.WP.m1 Create an organizational structure that lists reasons in a logical order. <b>4.W.1</b>
4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <b>4.W.1</b>
4.WP.n1 Provide a concluding statement or section related to the opinion presented. <b>4.W.1</b>
5.WP.a2 Explain how at least one perspective in a discussion is supported by reasons and evidence. <b>5.SL.3</b>
5.WP.c1 Write an introduction that states own opinion within persuasive text. <b>5.W.1</b>
5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion. <b>5.W.1</b>
5.WP.d1 Provide relevant facts to support stated opinion or reasons within persuasive writing. <b>5.W.1</b>
5.WP.e1 Links opinions and reasons using words, phrases and clauses. <b>5.W.1</b>
5.WP.g1 Provide a clear concluding statement or section related to the opinion stated. <b>5.W.1</b>

### WP 2. Write Informative Text

3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details. <b>3.SL.4</b>
4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details. <b>4.SL.4</b>

### WP 3. Text Types and Purposes

5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details. <b>5.WA.3</b>
--

## Writing Persuasive Text: Production and Distribution of Writing Grades 3-5

**Learning Target:** *E.WP Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition support) and an understanding of topics or texts to develop and support opinions about them for authentic audiences.*

### WP 4. Develop Appropriate Product for the Task, Audience & Purpose

3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose. **3.W.4**

4.WP.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose, and audience. **4.W.4**

5.WP.h1 Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience. **5.W.4**

### WP 5. Writing Process

3.WP.j3 With guidance and support from peers and adults, develop a plan for writing. **3.W.5**

3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion). **3.W.5**

3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning. **3.W.5**

3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument). **3.W.5**

3.HD.I3 Describe process used to develop writing. **No CCSS link**

4.WP.j3 With guidance and support from peers and adults, develop a plan for writing. **4.W.5**

4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion). **4.W.5**

4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning. **4.W.5**

4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing. **4.W.5**

4.HD.I3 Describe process used to develop writing **No CCSS link**

5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion). **5.W.5**

5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing. **5.W.5**

5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. **5.W.5**

5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals. **No CCSS link**

## Writing Persuasive Text: Research to Build and Present Knowledge Grades 3-5

**Learning Target:** *E.WP* Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition support) and an understanding of topics or texts to develop and support opinions about them for authentic audiences.

<b>WP 8. Gather Information</b>
3.WP.i1 Recall relevant information from experiences for use in writing. <b>3.W.8</b>
3.WP.j1 Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. <b>3.W.8</b>
3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources. <b>3.W.8</b>
3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories. <b>3.W.8</b>
4.WP.i1 Recall relevant information from experiences for use in writing. <b>4.W.8</b>
4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. <b>4.W.8</b>
4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. <b>4.W.8</b>
4.WP.j5 Provide a list of sources that contributed to the content within a writing piece. <b>4.W.8</b>
5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. <b>5.W.8</b>
5.WP.b3 Provide a list of sources that contributed to the content within a writing piece. <b>5.W.8</b>

<b>WP 9. Draw Evidence from Text</b>
4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument). <b>4.W.9a; 4.W.9b</b>
5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument). <b>5.W.9a; 5.W.9b</b>

## Writing Persuasive Text: Text Types and Purposes Grades 6-8

**Learning Target:** *M.WP* Apply organizational strategies (e.g., cause-effect, problem-solution, proposition-support, critique), and use of multiple sources to analyze topics or texts in order to support a claim/thesis for authentic and varied audiences.

<b>WP 1. Write Arguments to Support Claims</b>
6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not. <b>6.W.1; 6.SL.3</b>
6.WP.c1 Write an introduction that introduces the writer's claim within persuasive text. <b>6.W.1</b>
6.WP.c2 Creates an organizational structure in which ideas are logically grouped to support the writer's claims. <b>6.W.1</b>
6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources. <b>6.W.1b</b>
6.WP.e1 Use words, phrases and clauses to link claims and reasons. <b>6.W.1</b>
6.WP.g1 Provide a concluding statement or section that follows the argument presented. <b>6.W.1</b>
7.WP.i1 Discuss how own view or opinion changes using new information provided by others. <b>7.W.1; 7.SL.1</b>
7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim. <b>7.W.1; 7.SL.3</b>
7.WP.j2 Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding. <b>7.W.1; 7.SL.2</b>
7.WP.j5 Describe how the claims within a speaker's argument matches own argument. <b>7.W.1; 7.SL.1d</b>
7.WP.k1 Write an introduction that introduces the writer's claims and acknowledges alternate or opposing claims. <b>7.W.1a</b>
7.WP.k2 Creates an organizational structure in which ideas are logically grouped to support the writer's claims. <b>7.W.1a</b>
7.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources. <b>7.W.1b</b>
7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas. <b>7.W.1c</b>
7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive). <b>7.W.1d</b>
7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented. <b>7.W.1e</b>
8.WP.i1 Discuss how own view or opinion changes using new information provided by others. <b>8.W.1; 8.SL.1d</b>
8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons. <b>8.W.1; 8.SL.2</b>
8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim. <b>8.W.1; 8.SL.3</b>
8.WP.k1 Write an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims. <b>8.W.1a</b>
8.WP.k2 Creates an organizational structure in which ideas are logically grouped to support the writer's claims. <b>8.W.1a</b>
8.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources. <b>8.W.1b</b>
8.WP.l2 Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas. <b>8.W.1c</b>

## **WP 1. Write Arguments to Support Claims**

8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).

### **8.W.1d**

8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented. **8.W.1e**

## Writing Persuasive Text: Production and Distribution of Writing Grades 6-8

**Learning Target:** *M.WP Apply organizational strategies (e.g., cause-effect, problem-solution, proposition-support, critique), and use of multiple sources to analyze topics or texts in order to support a claim/thesis for authentic and varied audiences.*

### WP 4. Develop Appropriate Product for the Task, Audience & Purpose

6.WP.h1 Produce a clear, coherent, permanent product (e.g., to persuade) that is appropriate to the specific task, purpose, or audience. **6.W.4**

7.WP.o1 Produce a clear, coherent, permanent product (e.g., to persuade) that is appropriate to the specific task, purpose, or audience. **7.W.4**

8.WP.o1 Produce a clear, coherent, permanent product (e.g., to persuade) that is appropriate to the specific task, purpose, or audience. **8.W.4**

### WP 5. Writing Process

6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion). **6.W.5**

6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing. **6.W.5**

6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. **6.W.5**

6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals. **No CCSS link**

7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion). **7.W.5**

7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. **7.W.5**

7.HD.i2 Use feedback from adults and peers to improve writing. **7.W.5**

8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience. **8.W.5**

8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. **8.W.5**

8.HD.i2. Use feedback from adults and peers to clarify writing. **8.W.5**



## Writing Persuasive Text: Research to Build and Present Knowledge Grades 6-8

**Learning Target:** *M.WP* Apply organizational strategies (e.g., cause-effect, problem-solution, proposition-support, critique), and use of multiple sources to analyze topics or texts in order to support a claim/thesis for authentic and varied audiences.

<b>WP 8. Gather Information</b>
6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. <b>6.W.8</b>
6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece. <b>6.W.8</b>
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. <b>6.W.8</b>
7.WP.j3 List internet search terms for a topic of persuasive writing. <b>7.W.8</b>
7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. <b>7.W.8</b>
7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. <b>7.W.8</b>
7.WP.j7 Use a standard format to write citations. <b>7.W.8</b>
7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing. <b>7.W.8</b>
8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. <b>8.W.8</b>
8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. <b>8.W.8</b>
8.WP.j4 Use a standard format to write citations. <b>8.W.8</b>
8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing. <b>8.W.8</b>

<b>WP 9. Draw Evidence from Text</b>
6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument). <b>6.W.9</b>

## Writing Persuasive Text: Text Types and Purposes Grades 9-12

**Learning Target: H.WP** Apply organizational structures (e.g., proposition-support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.

<b>WP 1. Write Arguments to Support Claims</b>
910.WP.b3 Introduce claim(s) for an argument. <b>9-10.W.1a</b>
910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing. <b>9-10.W.1a</b>
910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason, and evidence. <b>9-10.W.1a</b>
910.WP.b6 Identify evidence for claim(s) and counterclaim(s). <b>9-10.W.1b</b>
910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text. <b>9-10.W.1c</b>
910.WP.c2 Use words, phrases, and clauses to create cohesion within writing. <b>9-10.W.1c</b>
910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence. <b>9-10.W.1c</b>
910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive). <b>9-10.W.1d</b>
910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim. <b>9-10.W.1e</b>
1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic. <b>11-12.W.1a</b>
1112.WP.b4 Use context or related text to establish the significance of the claim(s). <b>11-12.W.1a</b>
1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing. <b>11-12.W.1a</b>
1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason, and evidence. <b>11-12.W.1a</b>
1112.WP.b7 Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing. <b>11-12.W.1b</b>
1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text. <b>11-12.W.1b</b>
1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing. <b>11-12.W.1c</b>
1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence. <b>11-12.W.1c</b>
1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and passive versus active voice). <b>11-12.W.1d</b>
1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic. <b>11-12.W.1e</b>

## Writing Persuasive Text: Production and Distribution of Writing Grades 9-12

**Learning Target:** *H.WP Apply organizational structures (e.g., proposition-support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.*

### WP 4. Develop Appropriate Product for the Task, Audience & Purpose

910.WP.f1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to persuade), and audience. **9-10.W.4**

1112.WP.f1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (to persuade), and audience. **11-12.W.4**

### WP 5. Writing Process

910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience. **9-10.W.5**

910.WP.f2 Strengthen writing by revising and editing. **9-10.W.5**

910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress. **No CCSS link**

910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame. **No CCSS link**

1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience. **11-12.W.5**

1112.WP.f2 Strengthen writing by revising and editing. **11-12.W.5**

1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress. **No CCSS link**

1112.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame. **No CCSS link**

### WP 6. Use Technology to Produce and Publish Writing

910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media. **No CCSS link**

1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media. **No CCSS link**

## Writing Persuasive Text: Research to Build and Present Knowledge Grades 9-12

**Learning Target:** *H.WP Apply organizational structures (e.g., proposition-support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.*

<b>WP 8. Gather Information</b>
910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources. <b>9-10.W.8</b>
910.WP.b7 Integrate information presented by others into the writing product while avoiding plagiarism. <b>9-10.W.8</b>
910.WP.b8 Use a standard format to write citations. <b>9-10.W.8</b>
910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text. <b>9-10.W.8</b>
1112.WP.b1 Gather relevant information about the topic or text and stated claims from authoritative print and/or digital sources. <b>11-12.W.8</b>
1112.WP.b8 Integrate information presented by others that is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism. <b>11-12.W.8</b>
1112.WP.b9 Use a standard format to write citations. <b>11-12.W.8</b>
1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text. <b>11-12.W.8</b>

<b>WP 9. Draw Evidence Text</b>
910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration. <b>9-10.SL.3</b>
910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient. <b>9-10.W.9b</b>
1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice. <b>11-12.SL.3</b>
1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient. <b>11-12.W.9b</b>