



National Center and State Collaborative

Writing Instructional Families – Writing Literary Text

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National Center and State Collaborative

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

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



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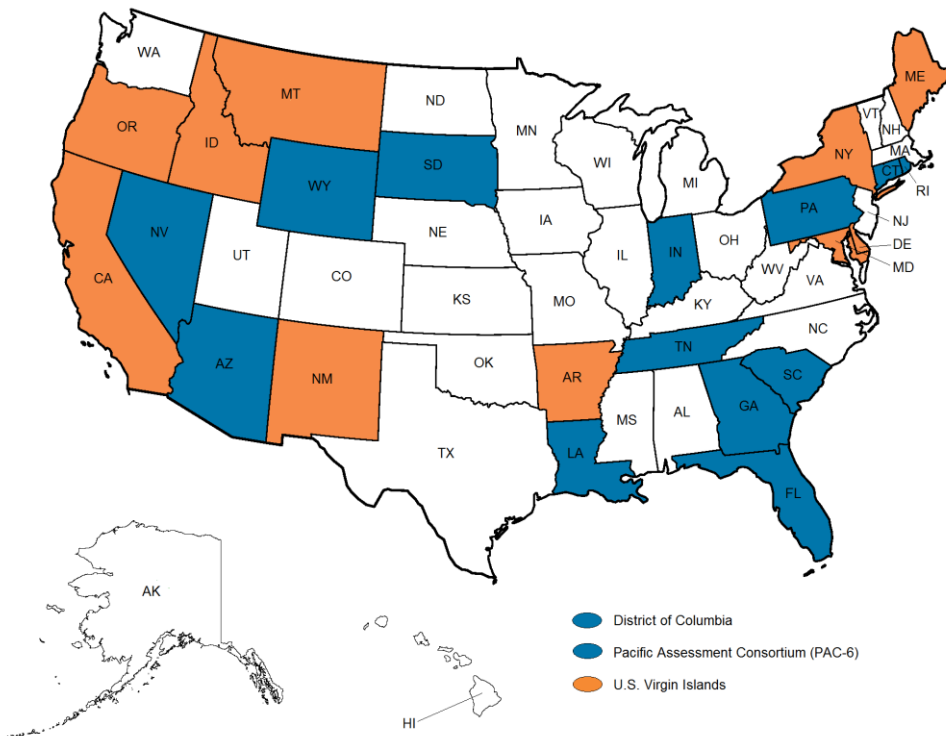


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

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

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



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

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



National Center and State Collaborative

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



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Writing Instructional Families – Writing Literary Text

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Writing Literary 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.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.</i>					<i>M.WL Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).</i>				<i>H.WL Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts or experiences for authentic and varied audiences.</i>	
Instructional Families (CCSS Anchors & Anchor Standards (AS))	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
<u>Text Types and Purposes</u> CCSS AS: W3. Write Narrative Text											
<u>Production and Distribution of Writing</u> CCSS AS: W4. Develop Appropriate Product for the Task, Audience & Purpose W5. Writing Process W6 Use Technology to Produce and Publish Writing											
<u>Research to Build and Present Knowledge</u> CCSS AS: W7. Conduct Research W8. Gather Information W9. Draw Evidence from Text											

Writing Literary Text: Text Types and Purposes Grades K-2

Learning Target: E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.

WL 3. Write Narrative Text
K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log). K.W.3
K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing. K.SL.4
K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events. K.SL.4
K.WL.c1 Describe a single event or a series of events using drawings or simple sentences. K.W.3; K.SL.4
K.WL.d1 Write, dictate, or draw about an event. K.W.3
1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing. 1.SL.4
1.WL.b1. Describe people, places, things, and/or events with relevant details. 1.SL.4
1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened. 1.W.3
1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 1.W.3
1.WL.d2 Write a narrative that includes a sense of closure. 1.W.3
1.WL.f1 Provide a title for writing that tells the central idea or focus. 1.W.3
2.WL.a3 Describe ideas about familiar people, places, things, and/or events. 2.SL.4
2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details. 2.SL.4
2.WL.c1 Tell about a single event or a series of events that describes actions, thoughts, or feelings. 2.W.3; 2.SL.4
2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 2.W.3
2.WL.d2 Write a narrative that includes a sense of closure. 2.W.3
2.WL.f1 Provide a title for writing that tells the central idea or focus. 2.W.3
2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus. 2.W.3

Writing Literary Text: Production and Distribution of Writing Grades K-2

Learning Target: E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.

WL 5. Writing Process

K.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen writing. **K.W.5**

1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. **1.W.5**

2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. **2.W.5**

WL 6 Use Technology to Produce and Publish Writing

K.HD.g1 With guidance and support from adults, use a writing template, tool, or mentor text to develop writing skills. **K.W.6**

1.HD.g2 With guidance and support from adults, use a writing template, tool, or mentor text to develop writing skills. **1.W.6**

2.HD.g2 With guidance and support from adults, use a writing template, tool, or mentor text to develop writing skills. **2.W.6**

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

Learning Target: E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.

WL 7. Conduct Research
1.WL.a1 Generate ideas and or opinions when participating in shared writing projects. 1.W.7
2.WL.a1 Generate ideas and or opinions when participating in shared writing projects. 1.W.7

WL 8. Gather Information
K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question. K.W.8
1.WL.a2 With guidance and support, recall information from experiences to answer a question. 1.W.8
2.WL.a1 Recall information from experiences to answer a question. 2.W.8

Writing Literary Text: Text Types and Purposes Grades 3-5

Learning Target: E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.

WL 3. Write Narrative Text
3.WL.j1 Establish the situation by setting up the context for the story and introducing a narrator and/or characters. 3.W.3
3.WL.j2 Sequence events in writing that unfold naturally. 3.W.3
3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story. 3.W.3
3.WL.l1 Use temporal words and phrases to signal event order. 3.W.3
3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events. 3.W.3
4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters. 4.W.3
4.WL.j2 Sequence events in writing that unfold naturally. 4.W.3
4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.3
4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events. 4.W.3d
4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events. 4.W.3c
4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events. 4.W.3e
5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters. 5.W.3
5.WL.c1 Organize ideas and event so that they unfold naturally. 5.W.3a
5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 5.W.3b
5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events. 5.W.3c
5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely. 5.W.3
5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contributes to the plot. 5.W.3b
5.WL.f1 Use figurative language in context, including similes and metaphors. 5.L.5
5.WL.g1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events. 5.W.3e

Writing Literary Text: Production and Distribution of Writing Grades 3-5

Learning Target: E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.

WL 4. Develop Appropriate Product for the Task, Audience & Purpose
3.WL.o1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. 3.W.4
4.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. 4.W.4
5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. 5.W.4

WL 5. Writing Process
3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). 3.W.5
3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). 3.W.5
3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning. 3.W.5
3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story). 3.W.5
3.HD.I3 Describe process used to develop writing. No CCSS link
4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). 4.W.5
4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). 4.W.5
4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning. 4.W.5
4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story). 4.W.5
4.HD.I3 Describe process used to develop writing. No CCSS link
5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 5.W.5
5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). 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 Literary Text: Research to Build and Present Knowledge Grades 3-5

Learning Target: *E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.*

WL 8. Gather information
3.WL.h1 Recall information from experiences for use in writing. 3.W.8
3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources. 3.W.8
3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 3.W.8
4.WL.h1 Recall relevant information from experiences for use in writing. 4.W.8
4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources. 4.W.8
4.WL.i2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 4.W.8

Writing Literary Text: Text Types and Purposes Grades 6-8

Learning Target: M.WL Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).

WL 3. Write Narrative Text
6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters. 6.W.3a
6.WL.c1 Organize ideas and events so that they unfold naturally. 6.W.3a
6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 6.W.3b
6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 6.W.3c
6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 6.W.3d
6.WL.f1 Use figurative language in context, including similes and metaphors. 6.W.3; 6.L.5a
6.WL.g1 Provide a conclusion that follows from the narrated experiences or events. 6.W.3e
7.WL.j1 Orient the reader by establishing a context and point of view in introducing the narrator and/or characters. 7.W.3
7.WL.k1 Organize ideas and events so that they unfold naturally. 7.W.3a
7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 7.W.3b
7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 7.W.3c
7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 7.W.3d
7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context. 7.W.3d; 7.L.5c
7.WL.o1 Provide a conclusion that follows from the narrated experiences or events. 7.W.3e
8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters. 8.W.3a
8.WL.k1 Organize ideas and events so that they unfold naturally. 8.W.3a
8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 8.W.3b
8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 8.W.3c
8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 8.W.3d
8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing. 8.W.3; 8.L.5
8.WL.o1 Provide a conclusion that follows from the narrated experiences or events. 8.W.3e

Writing Literary Text: Production and Distribution of Writing Grades 6-8

Learning Target: M.WL Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).

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

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

7.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. **7.W.4**

8.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. **8.W.4**

WL 5. Writing Process

6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). **6.W.5**

6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). **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.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience. **7.W.5**

7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). **7.W.5**

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

8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience. **8.W.5**

8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). **8.W.5**

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

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

Learning Target: M.WL Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).

No CCCs in this Grade-Band

Writing Literary Text: Text Types and Purposes Grades 9-12

Learning Target: H.WL Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts, or experiences for authentic and varied audiences.

WL 3. Write Narrative Text
910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view. 9-10.W.3a
910.WL.b2 Engage and orient the reader to the narrator and/or characters. 9-10.W.3a
910.WL.c1 Create a smooth progression of experiences or events. 9-10.W.3a
910.WL.c2 Sequence events so that they build on one another to create a coherent whole. 9-10.W.3c
910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing. 9-10.W.3b
910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9-10.W.3d
910.WL.e1 Write a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, and how character has changed perspectives). 9-10.W.3b
910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9-10.W.3e
1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view. 11-12.W.3a
1112.WL.b2 Engage and orient the reader to the narrator and/or characters. 11-12.W.3a
1112.WL.c1 Create a smooth progression of experiences or events. 11-12.W.3a
1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 11-12.W.3c
1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing. 11-12.W.3b
1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 11-12.W.3d
1112.WL.e1 Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives). 11-12.W.3b
1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 11-12.W.3e

Writing Literary Text: Production and Distribution of Writing Grades 9-12

Learning Target: *H.WL Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts, or experiences for authentic and varied audiences.*

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

910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. **9-10.W.4**

1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. **11-12.W.4**

WL 5. Writing Process

910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience. **9-10.W.5**

910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story). **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.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience. **11-12.W.5**

1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story). **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**

WL 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 Literary Text: Research to Build and Present Knowledge Grades 9-12

Learning Target: H.WL Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts, or experiences for authentic and varied audiences.

WL 9. Draw Evidence from Text
910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical). 9-10.W.9b
1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical). 11-12.W.9b