



Writing: Integrating Writing Progressions

Office of Standards and Learning

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Are we there yet?



Question to Consider

How will students know if their writing meets college and career expectations?

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

transformSC
tomorrow won't wait for our students

AN INITIATIVE OF SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

How do students know if their writing meets course-level expectations?



Start with Writing



Argument Writing

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Kindergarten	<ul style="list-style-type: none">• Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.• With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.
Grade 1	<ul style="list-style-type: none">• Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.• Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.
Grade 2	<ul style="list-style-type: none">• Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.• Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
Grade 3	Write opinion pieces that: <ul style="list-style-type: none">a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;b. use information from multiple print and multimedia sources;c. organize supporting reasons logically;d. use transitional words or phrases to connect opinions and reasons;e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;f. use paraphrasing and original language to avoid plagiarism; andg. <u>provide</u> a concluding statement or section.
Grade 4	Write opinion pieces that: <ul style="list-style-type: none">a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;b. use information from multiple print and multimedia sources;c. provide reasons supported by facts and details;d. use transitional words or phrases to connect opinions and reasons;e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;f. use paraphrasing, quotations, and original language to avoid plagiarism; andg. <u>provide</u> a concluding statement or section related to the opinion presented.
Grade 5	Write arguments that: <ul style="list-style-type: none">a. Introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;b. use information from multiple print and multimedia sources;c. provide logically ordered reasons supported by relevant facts and details;d. use transitional words, phrases, and clauses to connect claim and reasons;e. develop and strengthen writing as needed by planning, revising, editing, rewriting;f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; andg. <u>provide</u> a concluding statement or section related to the claim presented.

Grade 6	<p>Write arguments that:</p> <ol style="list-style-type: none"> a. introduce a focused claim and organize reasons and evidence clearly; b. use information from multiple print and multimedia sources; c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources; g. establish and maintain a formal style; and h. <u>provide a conclusion that follows from and supports the argument.</u>
Grade 7	<p>Write arguments that:</p> <ol style="list-style-type: none"> a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop the claim providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and i. <u>provide a concluding statement or section that follows from and supports the argument.</u>
Grade 8	<p>Write arguments that:</p> <ol style="list-style-type: none"> a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources; d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence; e. develop the claim and counterclaims providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and i. <u>provide a concluding statement or section that follows from and supports the argument.</u>

English 1	<p>Write arguments that:</p> <ol style="list-style-type: none"> a. introduce a precise claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; i. provide a concluding statement or section that follows from and supports the argument presented; and j. <u>include</u> a call to action.
English 2	<p>Write arguments that:</p> <ol style="list-style-type: none"> a. introduce a precise claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; i. provide a concluding statement or section that follows from and supports the argument presented; and j. <u>include</u> a call to action.



English 3	<p>Write arguments that:</p> <ol style="list-style-type: none">introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;use relevant information from multiple print and multimedia sources;assess the credibility and accuracy of each source;create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;develop and strengthen writing as needed by planning, revising, editing, rewriting;quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;provide a concluding statement or section that follows from and supports the argument presented; and<u>include</u> a call to action.
English 4	<p>Write arguments that:</p> <ol style="list-style-type: none">introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;use relevant information from multiple print and multimedia sources;assess the credibility and accuracy of each source;create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;develop and strengthen writing as needed by planning, revising, editing, rewriting;quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;provide a concluding statement or section that follows from and supports the argument presented; and<u>include</u> a call to action.

Start with Writing



ENGLISH 1

1.1 Write arguments that:

- a. introduce a precise claim and differentiate between the claim and counterclaims;
- b. use relevant information from multiple print and multimedia sources;
- c. assess the credibility and accuracy of each source;
- d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;
- e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
- f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
- i. provide a concluding statement or section that follows from and supports the argument presented; and
- j. include a call to action.

End with Writing

