Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
Writing Strand																	
Text Types and Purposes																	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning & relevant and sufficient evidence.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	●	●	●	●	●			●			●	●	●	●	●		
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	●	●	●	●	●			●	●		●	●	●	●	●		
c. Use words, phrases, & clauses to link the major sections of the text, create cohesion, & clarify the relation-ships between claim(s) & reasons, between reasons & evidence, & between claim(s) & counterclaims.	●	●	●	●	●			●			●	●	●		●		
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	●	●	●		●			●			●		●		●		
e. Provide a concluding statement or section that follows from and supports the argument presented.	●	●	●	●	●			●			●		●	●	●		
2. Write informative & explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	●	●	●	●	●			●			●	●	●	●	●		

Alignment of Writing Strategies with Selected Common Core Standards

Grades 9-10—Writing Strand

Common Core Stds / Strategies	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	●	●	●	●	●			●	●		●	●	●		●		
b. Develop the topic with well-chosen, relevant, & sufficient facts, extended definitions, concrete details, quotations, or other information & examples appropriate to the audience's knowledge of the topic.	●	●	●	●	●			●	●		●	●	●		●		
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	●	●		●	●			●	●	●		●		
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	●	●	●	●	●			●			●		●		●		
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	●	●	●	●	●			●			●		●		●		
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●	●	●	●			●			●		●		●		
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	●	●	●	●	●	●	●	●	●	●	●		●		●		

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Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and &or characters; create a smooth progression of experiences or events.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and &or characters.	●	●	●	●	●	●		●	●	●	●	●	●	●	●
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	●	●	●		●			●	●	●	●	●	●	●	●
d. Use precise words & phrases, telling details, & sensory language to convey a vivid picture of the experiences, events, setting, and &or characters.	●	●	●	●	●			●		●	●	●	●	●	●
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	●	●	●	●	●			●	●	●	●	●	●	●	●
Production and Distribution of Writing															
4. 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.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
6. Use technology, including the Internet, to produce, publish, & update individual or shared writing products, taking advantage of technology's capacity to link to other information & to display information flexibly & dynamically.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Research to Build and Present Knowledge																	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & following a standard format for citation.	●	●	●	●	●	●	●	●	●		●	●	●	●	●		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●	●	●	●	●	●		●	●	●	●	●		
a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	●	●	●	●	●	●	●	●	●		●	●	●	●	●		

Common Core Stds	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, **Wanted, But, So, Then**	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, **Why?**	Conventions		
b.　Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid & the evidence is relevant & sufficient; identify false statements & fallacious reasoning").	●	●	●	●	●	●	●	●	●		●	●	●	●	●		
Range of Writing																	
10.　Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		

Alignment of Writing Strategies with Selected Common Core Standards — Grades 11-12—Writing Strand

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
Writing Strand																	
Text Types and Purposes																	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning & relevant and sufficient evidence.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	●	●	●	●	●			●			●	●	●	●	●		
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths & limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	●	●	●	●	●			●	●		●	●	●	●	●		
c. 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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	●	●	●	●	●			●			●	●	●		●		
d. Establish & maintain a formal style & objective tone while attending to the norms & conventions of the discipline in which they are writing.	●	●	●		●			●			●		●		●		
e. Provide a concluding statement or section that follows from and supports the argument presented.	●	●	●	●	●			●			●		●	●	●		

Alignment of Writing Strategies with Selected Common Core Standards

Common Core Stds \ Strategies	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	●	●	●	●	●			●			●	●	●	●	●		
a. Introduce a topic; organize complex ideas, concepts, & information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), & multimedia when useful to aiding comprehension.	●	●	●	●	●			●	●		●	●	●		●		
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	●	●	●	●	●			●	●		●	●	●		●		
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	●	●		●	●			●	●	●		●		
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	●	●	●	●	●			●			●		●		●		
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	●	●	●	●	●			●			●		●		●		
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●	●	●	●			●			●		●		●		

Alignment of Writing Strategies with Selected Common Core Standards — Grades 11-12—Writing Strand

Common Core Stds \ Strategies	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	●	●	●	●	●	●	●	●	●	●	●		●		●		
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	●	●	●	●	●	●		●		●	●	●	●	●	●		
c. 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).	●	●	●		●			●		●	●	●	●	●	●		
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	●	●	●	●	●			●		●	●	●	●	●	●		
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	●	●	●	●	●			●	●	●	●	●	●	●	●		
Production and Distribution of Writing																	
4. 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.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Research to Build and Present Knowledge																	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	●	●	●	●	●	●	●	●	●		●	●	●	●	●		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●	●	●	●	●	●		●	●	●	●	●		
a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	●	●	●	●	●	●	●	●	●		●	●	●	●	●		

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Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] & the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	●	●	●	●	●	●	●	●	●		●	●	●	●	●		
Range of Writing																	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		