

Delaware English Language Arts Standards Writing Learning Progressions

GRADE K: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade K:
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Grade 1:
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Progression to Mastery	Key Concepts	Guiding Prompts
<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the title of a book or topic to write about Tell about a topic or name a book Recognize what an opinion is State an opinion or preference about a book or topic Combine drawing, dictating and writing to create an opinion piece Support the opinion or preference with reason(s), example(s), and/or fact(s) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book 	<ul style="list-style-type: none"> Opinion Topic(s) Book title(s) Reason(s) Example(s)/fact(s) Evidence/Support 	<ul style="list-style-type: none"> What is the name of the book? What is the topic? What do you think about the topic or, what do you think about the book? Why do you think this? What picture can you draw to show your opinion? What can you say about your picture? What title can you give your picture?

KW10: Range of Writing (Begins in 3rd Grade) - 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 discipline-specific tasks, purposes, and audiences.

Delaware English Language Arts Standards Writing Learning Progressions

GRADE 1: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade K:
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Grade 1:
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Grade 2:
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> State an opinion or preference about a book or topic Use teacher selected resources to locate and choose facts and/or examples Differentiate between important and unimportant reasons Identify & demonstrate effective introductions (one that includes the writer's opinion/hook) Organize writing with a logical beginning, middle and end Identify & demonstrate effective closure Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure 	<ul style="list-style-type: none"> Opinion Topic(s) Book title(s) Reason(s) Example(s)/fact(s) Evidence/Support Audience Format Introductions Ending/Closure Organization 	<ul style="list-style-type: none"> What is the title of the book? What is the topic? What do you think about the topic or, what do you think about the book? What is one reason you think this way about the topic? The book? What is the best way to introduce your thinking that will make your reader interested? What words and pictures work best to tell what you think? How can you logically organize your thinking? What is the best way to show your reader you're finished?
<p>1W10: Range of Writing (Begins in 3rd Grade) - 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 discipline-specific tasks, purposes, and audiences.</p>		

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GRADE 2: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Grade 2: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	Grade 3: Write opinion pieces on topics or texts, supporting a point of view with reasons.
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Choose a topic Form an opinion about a topic or text Create a list of reasons that support the opinion Choose reasons based on facts, examples, and/or evidence that support the opinion Differentiate between important and unimportant reasons Create an introduction that hooks the reader using an opening technique Organize writing with a beginning, middle and end Use simple transition/linking words that show order (e.g., first, next, finally) and/or connect reasons Recognize closure techniques for creating a concluding statement or section Provide a concluding statement or section Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section 	<ul style="list-style-type: none"> Opinion Topic(s) Book title(s) Introduction Awareness of Opening Techniques (e.g., direct statement, personal connection, fact based question, quotation, analogy, fact or detail) <i>(These are explicitly taught in 3rd grade.)</i> Audience Reason(s) Organization Example(s)/fact(s) Evidence/Support Linking/transition words Concluding Statement Awareness of Closing Techniques (e.g., reinforcement, quotation, personal story, question) <i>(These are explicitly taught in 3rd grade.)</i> 	<ul style="list-style-type: none"> What is the topic? Or, what is the name of the book? What do you think about the topic or, what do you think about the book? What is the best way to state your opinion that will make your reader interested? What are two or three reasons you can write to show what you think? Are your reasons relevant? Do they support your opinion? Who are your readers? What are their needs? Have you used linking words such as <i>because</i> and <i>next</i> to connect your opinion to your reasons? Are your reasons/ideas in order? How can you write an ending sentence or two that provides closure to and restates your opinion?
2W10: Range of Writing (Begins in 3rd Grade) - 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 discipline-specific tasks, purposes, and audiences.		

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GRADE 3: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 2:
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Grade 3:
Write opinion pieces on topics or texts, supporting a point of view with reasons.

Grade 4:
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify an issue in a topic or text Agree or disagree with the issue Choose an opening technique Create an introduction that hooks the reader using an opening technique Create a list of reasons that support the opinion Determine the best way to organize reasons that support the opinion Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons 	<ul style="list-style-type: none"> Opinion/Position Reasons/support Evidence Structure Opening Techniques (e.g., direct statement, personal connection, fact based question, quotation, analogy, fact or detail) 	<ul style="list-style-type: none"> How did you introduce the piece? What is the topic of the text you are writing about? What is your opinion and have you explained why? Can the reader tell what you think about the topic? How? In the introduction did you hook the reader into caring about your opinion? How did you introduce the reasons?

b. Provide reasons that support the opinion.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Differentiate between relevant and irrelevant reasons Choose reasons based on facts, examples, and/or evidence that support the opinion Prioritize reasons Elaborate on each reason 	<ul style="list-style-type: none"> Relevant and irrelevant reasons/support Elaboration Prioritize 	<ul style="list-style-type: none"> How is this piece organized? What reasons did you give to support your opinion? Are there other reasons you could include? Are there any reasons here that don't support your opinion?

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<ul style="list-style-type: none"> Provide reasons that support the opinion 		<ul style="list-style-type: none"> Is there additional information you could add to each reason?
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Provide examples that connect to the reasons using linking words Determine linking words that best connect the reasons Use linking words when stating a new point Use linking words when shifting from stating reasons to providing evidence Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons 	<ul style="list-style-type: none"> Linking words (e.g., <i>because, therefore, since, for example</i>) 	<ul style="list-style-type: none"> What linking words did you use? Did they help you make connections between your reasons and evidence? Why did you use a linking word here? Have you connected your reasons and evidence with linking words such as <i>because, therefore, since</i> and <i>for example</i>?
d. Provide a concluding statement or section.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Recognize closure techniques for creating a concluding statement or section Provide a concluding statement or section 	<ul style="list-style-type: none"> Concluding statement or section Techniques for closure (e.g., reinforcement, quotation, personal story, question) 	<ul style="list-style-type: none"> Which technique did you choose to create your concluding statement or section? Does your concluding statement or section help the reader consider the point one more time?
3W10: Range of Writing - 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 discipline-specific tasks, purposes, and audiences.		

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GRADE 4: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 3:
Write opinion pieces on topics or texts, supporting a point of view with reasons.

Grade 4:
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 5:
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify an issue in a topic or text Agree or disagree with the issue Develop an opinion and hook the reader into caring about their opinion Introduce reasons that will be developed later to support opinion Group related information together to support writer's purpose 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 	<ul style="list-style-type: none"> Opinion/Position Reason/support Evidence Grouping related information Writer's purpose Opening Techniques (e.g., direct statement, personal connection, fact based question, quotation, analogy, fact or detail) 	<ul style="list-style-type: none"> What is the topic or text you are writing about? Can the reader tell what you think about the topic? How? What is your opinion and have you explained why? How did you introduce the piece? In the introduction did you hook the reader into caring about your opinion? How did you introduce your reasons? What is the best way to group your information? Does it support your purpose?

b. Provide reasons that are supported by facts and details.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Provide an appropriate variety of reasons Differentiate between relevant and irrelevant reasons Prioritize reasons Choose the best reasons to convince the reader Elaborate on each reason Use paraphrasing to appropriately reference text Provide reasons that are supported by facts and details 	<ul style="list-style-type: none"> Relevant and irrelevant reasons/support Elaboration Prioritize 	<ul style="list-style-type: none"> How is this piece organized? What reasons did you give to support your opinion? Are there other reasons you could include? Are there any reasons here that don't support your opinion? What should you do with those? What else can you say about this reason? What facts and details did

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		<p>you use to support each reason?</p> <ul style="list-style-type: none"> • Why did you use this reason first? Or last? • Is there additional information you could you add to each reason?
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Provide examples that connect to the reasons using linking words • Determine linking words that best connect the reasons • Use linking words when stating a new point • Use linking words when shifting from stating reasons to providing evidence • Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>) 	<ul style="list-style-type: none"> • Linking words and phrases (e.g., <i>for instance, in order to, in addition</i>) 	<ul style="list-style-type: none"> • What linking words or phrases would help make the best connections within your piece? • Have you grouped your reasons? • Why did you use a linking word here? • Are the linking words or phrases you have chosen the best ones? If not, which ones might fit your piece better? • Have you connected your reasons with linking words and phrases such as <i>for instance, in order to, and in addition</i>?
d. Provide a concluding statement or section related to the opinion presented.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Recognize closure techniques for creating a concluding statement or section • Determine a technique that helps the reader consider the key point(s) one more time • Provide a concluding statement or section related to the opinion presented 	<ul style="list-style-type: none"> • Concluding statement • Techniques for closure (e.g., reinforcement, quotation, personal story, question) 	<ul style="list-style-type: none"> • How did you close the piece? • What else could you try? • How did you remind the reader of your opinion? • How did you reflect on the opinion in the conclusion? • Does your concluding statement relate to the opinion stated in the introduction?
4W10: Range of Writing - 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 discipline-specific tasks, purposes, and audiences.		

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GRADE 5: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 4:
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 5:
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 6:
Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify an issue in a topic or text Agree or disagree with the issue Develop an opinion and hook the reader into caring about the opinion Introduce reasons that will be developed later to support opinion Organize and logically group ideas to support writer's purpose Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose 	<ul style="list-style-type: none"> Opinion/Position Reason/support Evidence Writer's purpose Opening Techniques (e.g., direct statement, personal connection, fact based question, quotation, analogy, fact or detail) 	<ul style="list-style-type: none"> What is the topic or text you are writing about? What is your opinion? Why do you think this? Can the reader tell what you think about the topic? How? How did you introduce the piece? In the introduction did you hook the reader into caring about your opinion? How did you introduce your reasons? What is the best way to group your information? Does it support your purpose?

b. Provide logically ordered reasons that are supported by facts and details.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Provide an appropriate variety of reasons Differentiate between relevant and irrelevant reasons Prioritize reasons Choose the best reasons to convince the reader Elaborate on each reason Provide reasons that are supported by facts and details Order reasons in a logical sequence Provide logically ordered 	<ul style="list-style-type: none"> Relevant and irrelevant reasons/support Elaboration 	<ul style="list-style-type: none"> How is this piece organized? What reasons did you give to support your opinion? Are there other reasons you could include? Are there any reasons here that don't support your opinion? What else can you say about this reason? How did you support each reason? Why did you use this reason

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reasons that are supported by facts and details		first? Or last? <ul style="list-style-type: none"> Does your piece have a logical flow/order?
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Provide examples that connect to the reasons using linking words, phrases, clauses Determine linking words, phrases, and clauses that best connect the reasons Use linking words when stating a new point Use linking words when shifting from stating reasons to providing evidence Use phrases and clauses to link opinions and reasons Link opinion and reasons using words, phrases and clauses (e.g., <i>consequently</i>, <i>specifically</i>) 	<ul style="list-style-type: none"> Linking words (e.g., <i>consequently</i>, <i>specifically</i>) Clauses, phrases 	<ul style="list-style-type: none"> What linking words, phrases or clauses would help make the best connections within your piece? Why did you use a linking word here? Are the linking words, phrases, clauses you have chosen the best ones? If not, which ones might fit your piece better? Have you linked your reasons with words such as <i>consequently</i> and <i>specifically</i>?
d. Provide a concluding statement or section related to the opinion presented.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Recognize closure techniques for creating a concluding statement or section Determine a technique that helps the reader consider the key point(s) one more time Remind the reader of the stated opinion Reflect on opinion and highlight key points Provide a concluding statement or section related to the opinion presented 	<ul style="list-style-type: none"> Concluding statement Techniques for closure (e.g., reinforcement, quotation, personal story, question) 	<ul style="list-style-type: none"> How did you close the piece? What else could you try? How did you remind the reader of your opinion? How did you reflect on the opinion in the conclusion? How did you highlight key points in the conclusion? Does your concluding statement relate to the opinion stated in the introduction?
5W10: Range of Writing - 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 discipline-specific tasks, purposes, and audiences.		

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GRADE 6: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard 1:

Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 5:

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 6:

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

Grades 7:

Write arguments to support claim(s) with clear reasons and relevant evidence.

a. Introduce a claim(s) and organize the reasons and evidence clearly.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify a topic of argument Distinguish pros and cons Develop a position/claim Develop a hook that grabs your reader's attention Develop relevant reasons to support the claim Prioritize and organize reasons and evidence logically to support claims Introduce a claim(s) and organize the reasons and evidence clearly 	<ul style="list-style-type: none"> argument claim hook (e.g., interesting fact, anecdote, quote, statistic) facts, reasons, details relevant and supporting evidence 	<ul style="list-style-type: none"> What do you claim and why? How can you introduce a claim effectively? How can you grab the reader's attention? How can you use relevant reasons to support my claim? How are your claims and reasons organized? What evidence, from reliable sources, do you offer to support your claim?

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Differentiate between credible/non credible sources Differentiate between relevant/irrelevant reasons Include an appropriate variety of reasons/evidence, including primary and secondary sources in order to effectively support a claim Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	<ul style="list-style-type: none"> claim clear reasons relevant/irrelevant evidence facts details credible/non credible sources supporting evidence 	<ul style="list-style-type: none"> How can you determine whether or not a source is credible? How can you support your claim with logical reasoning? Do you have relevant evidence? How do you know? Is your evidence accurate and do your sources show understanding of the topic or text?

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Recognize phrases and clauses that create cohesion and clarify relationships. 	<ul style="list-style-type: none"> transition clarify 	<ul style="list-style-type: none"> How can I select the best words/phrases to establish the

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<ul style="list-style-type: none"> Choose appropriate phrases and clauses that create cohesion to strengthen and further your argument Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 	<ul style="list-style-type: none"> precise words syntax cohesion 	<p>relationship between the claim(s) and the reasons?</p> <ul style="list-style-type: none"> What words will enhance the relationship between the claim(s) and reasons?
d. Establish and maintain a formal style.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify and define formal style Address the needs of the audience through style Sustain a consistent style and objective tone that suggests some critical distance from the subject or claim Establish and maintain formal style 	<ul style="list-style-type: none"> Formal style Informal style Audience Objective tone 	<ul style="list-style-type: none"> What is a formal style? What makes your piece formal in style? Which words and tone are appropriate for the occasion and audience? Is my tone objective?
e. Provide a concluding statement or section that follows from the argument presented.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify key concepts to review Construct a brief recap of the key concepts Reiterates how the support for the claim adds to the argument Provide an impactful final statement that addresses the significance of the argument Provide a concluding statement or section that follows from the argument presented 	<ul style="list-style-type: none"> Effective conclusion (e.g., one that provides call to action/next step or answers the “so what” question, moves beyond summary) 	<ul style="list-style-type: none"> What constitutes an effective conclusion? How can I provide an effective conclusion? How does your conclusion follow from all that proceeds it?
6W10: Range of Writing 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 discipline-specific tasks, purposes, and audiences.		

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GRADE 7: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard 1: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 6: Write arguments to support claims with clear reasons and relevant evidence	Grade 7: Write arguments to support claims with clear reasons and relevant evidence	Grades 8: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify a topic of argument Distinguish pros and cons Select position or claim Engage reader with intriguing opening Develop a position/claim Develop relevant reasons to support the claim Identify and acknowledge alternate or opposing claims Prioritize and organize reasons and evidence logically to support claims and alternate and opposing claims Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 	<ul style="list-style-type: none"> Argument Opening (e.g., interesting fact, anecdote, quote, statistics) Reasons Evidence Reasoned and logical argument/case Strategies for dealing with opposing point of view (e.g., rebuttal, concession) 	<ul style="list-style-type: none"> What do you claim and why? What evidence, from reliable sources, do you offer to support your claim? How can you introduce a claim effectively? How can you introduce an alternate or opposing claim effectively? How do you distinguish the claim(s) from the opposing claim(s)? What other perspectives or alternate/opposing claims should you consider? How do you acknowledge alternate/opposing claims? How do you organize the reasons and evidence logically to support your claim(s)?
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Determine accuracy and credibility of sources Differentiate between relevant and irrelevant reasons/evidence Include an appropriate variety of reasons/evidence 	<ul style="list-style-type: none"> logical reasoning supporting evidence credible source difference between relevant and irrelevant evidence Clear reasons and relevant evidence (e.g., relevant facts, statistics, credible personal and expert opinions and/or 	<ul style="list-style-type: none"> How do I support my claim with logical reasoning? How do I use credible evidence to support my claim? In sentence _____, how does the author supports his counter argument with relevant evidence?

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<ul style="list-style-type: none"> Create a logical connection between the claim and evidence Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text 	<p>examples)</p> <ul style="list-style-type: none"> Reasoned and logical argument/case Logical connection (Tie in or warrant) Accuracy and credibility (W8) 	<ul style="list-style-type: none"> Does the data come from a credible source? Is the data accurate and does it come from a credible source?
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Choose appropriate phrases and clauses that create cohesion to strengthen and further your argument Identify how words, phrases, and clauses, as well as varied syntax, can link major sections of text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> Cohesive and transitional devices (e.g., words, phrases, clauses) Effective transitional phrases syntax transition clarify precise words 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Which words, phrases and clauses help provide cohesion for the reader? How are your claims & reasons organized? How do the words, phrases, and clauses used develop, link, and strengthen the relationships between claim(s), evidence, and opposing or alternate claims(s)?
d. Establish and maintain a formal style.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify and define formal style Address the needs of the audience through style Sustain a consistent style and objective tone that suggests some critical distance from the subject or claim Establish and maintain formal style 	<ul style="list-style-type: none"> Formal style Informal style Audience Objective tone 	<ul style="list-style-type: none"> What is a formal style? What makes your piece formal in style? Which words and tone are appropriate for the occasion and audience? Is my tone objective?
e. Provide a concluding statement or section that follows from and supports the argument presented.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify key concepts to review Construct a brief recap of the key concepts 	<ul style="list-style-type: none"> Effective conclusion (e.g., one that provides call to action/next step or answers the “so what” question, moves beyond summary) 	<ul style="list-style-type: none"> How does a concluding statement provide support to the argument presented and the overall piece? How can I prepare an



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<ul style="list-style-type: none">• Reiterates how the support for the claim outweighed the opposing or alternate claim• Provide an impactful final statement that addresses the significance of the argument• Provide a concluding statement or section that follows from and supports the argument presented.		<p>effective concluding statement or sections that supports my claim and outweighs the opposing/alternate claim? What does my conclusion need to include?</p> <ul style="list-style-type: none">• How does the conclusion follow from all that precedes it?
<p>7W10: Range of Writing - 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 discipline-specific tasks, purposes, and audiences.</p>		

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GRADE 8: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard 1: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 7: Write arguments to support claim(s) with clear reasons and relevant evidence	Grade 8: Write arguments to support claim(s) with clear reasons and relevant evidence.	Grade 9-10: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify a topic of argument Distinguish pros and cons Select position or claim Engage reader with intriguing opening Develop a position/claim Develop relevant reasons to support the claim Identify and acknowledge alternate or opposing claims Prioritize and organize reasons and evidence logically to support claims and alternate and opposing claims Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 	<ul style="list-style-type: none"> Argument Opening (e.g., interesting fact, anecdote, quote, statistics) Claim Reasons Evidence Reasoned and logical argument/case Strategies for dealing with opposing point of view (e.g., rebuttal, concession) 	<ul style="list-style-type: none"> What do you claim and why? What evidence, from reliable sources, do you offer to support your claim? How can you introduce a claim effectively? How can you introduce an alternate or opposing claim effectively? How do you distinguish the claim(s) from the opposing claim(s)? What other perspectives or alternate/opposing claims should you consider? How do you acknowledge alternate/opposing claims? How do you organize the reasons and evidence logically to support your claim(s)?
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Determine accuracy and credibility of sources Differentiate between relevant and irrelevant reasons/evidence Include an appropriate variety of reasons/evidence 	<ul style="list-style-type: none"> logical reasoning supporting evidence credible source difference between relevant and irrelevant evidence Clear reasons and relevant evidence (e.g., relevant facts, 	<ul style="list-style-type: none"> How do I support my claim with logical reasoning? How do I use credible evidence to support my claim? In sentence _____, how does the author supports his counter argument with

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including primary and secondary sources <ul style="list-style-type: none"> • Create a logical connection between the claim and evidence • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text 	statistics, credible personal and expert opinions and/or examples) <ul style="list-style-type: none"> • Reasoned and logical argument/case • Logical connection (Tie in or warrant) • Accuracy and credibility (W8) 	relevant evidence? <ul style="list-style-type: none"> • Does the data come from a credible source? • Is the data accurate and does it come from a credible source?
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaim(s), reasons, and evidence.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Recognize connections among claims, reasons and evidence • Recognize connection between claim and counterclaim • Clarify connections using appropriate transitional words, phrases and clauses • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims(s), reasons, and evidence. 	<ul style="list-style-type: none"> • Cohesion • Words, phrases, and clauses that work as transitions between major sections in the text 	<ul style="list-style-type: none"> • What are the connections among claims, reason and evidence? • What are the connections between the claim and counterclaim? • Which words, phrases, and/or clauses link one major section of your writing with the next?
d. Establish and maintain a formal style.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify and define formal style • Address the needs of the audience through style • Sustain a consistent style and objective tone that suggests some critical distance from the subject or claim • Establish and maintain formal style 	<ul style="list-style-type: none"> • Formal style • Informal style • Audience • Objective tone 	<ul style="list-style-type: none"> • What is a formal style? • What makes your piece formal in style? • Which words and tone are appropriate for the occasion and audience? • Is my tone objective?

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e. Provide a concluding statement or section that follows from and supports the argument presented.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify key concepts to review Construct a brief recap of the key concepts Reiterate how the support for the claim outweighs the opposing or alternate claim Provide an impactful final statement that addresses the significance of the argument Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> Final statement (e.g. call to action, final insight, so what, next steps) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> How does a concluding statement provide support to the argument presented and the overall piece? How can I prepare an effective concluding statement or sections that supports my claim and outweighs the opposing/alternate claim? What does my conclusion need to include? How does the conclusion follow from all that precedes it?
<p>8W10: Range of Writing - 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 discipline-specific tasks, purposes, and audiences.</p>		

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GRADES 9-10: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard 1: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 8: Write arguments to support claim(s) with clear reasons and relevant evidence.	Grade 9-10: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Grades 11-12: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify a debatable, substantive issue Narrow the issue to a reasonable scope Select a position or claim Engage reader with an intriguing opening Narrow and refine the claim to establish a precise thesis Provide context to the claim (e.g. put essay in perspective) Develop relevant reasons to support the claim Identify alternate or opposing claims Prioritize and organize reasons and evidence logically to support claims Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence. 	<ul style="list-style-type: none"> Substantive topics Claim Opening (e.g. vivid description, engaging questions, anecdote, quotation, statement of fact) Thesis statement Context Alternate or opposing claims Evidence Reasons Relationship between claims and reasons Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement) 	<ul style="list-style-type: none"> What argument are you making about this topic, i.e., what is your claim? How can I refine my topic/claim to produce a more precise thesis? What is the connection between your claim and the evidence or reasons you have chosen? Have you established a purpose for your essay? How can you order the evidence, reasons, and counter claim to best support your claim?
b. Develop claim(s) and counterclaim(s) 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.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Evaluate evidence based on credibility and relevance 	<ul style="list-style-type: none"> Multiple perspectives Valid reasoning 	<ul style="list-style-type: none"> What evidence or reasons work best to support your

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<ul style="list-style-type: none"> Develop claim from evidence Support claims with strongest evidence Assess the audience's level of knowledge and concerns Acknowledge limitations but emphasize the strengths of the claim Rebut/refute or concede the opposing claim to strengthen the argument Develop claim(s) and counterclaim(s) 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. 	<ul style="list-style-type: none"> Claim Counterclaim Fair (accurate representation of evidence) Differences between relevant and irrelevant reasons, evidence Strategies for dealing with opposing point of view (e.g., rebuttal, refutation, concession) Audience analysis (e.g. needs, knowledge, concerns) 	<p>claim?</p> <ul style="list-style-type: none"> What is the connection between your claim and the evidence or reasons you have chosen? Are you treating the opposing argument or claim fairly and accurately? How can you use the opposing claim to strengthen your argument? How do you need to adjust your writing to meet the needs of the audience?
c. Use words, phrases, and clauses 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 counterclaim(s).		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Recognize connections among claims, reasons and evidence Recognize connection between claim and counterclaim Clarify connections using appropriate transitional words, phrases and clauses Use words, phrases, and clauses 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 counterclaim(s) 	<ul style="list-style-type: none"> Cohesion Words, phrases, and clauses that work as transitions between major sections in the text Relationships between <ul style="list-style-type: none"> Claims-reasons Reasons-evidence Claims-counterclaim 	<ul style="list-style-type: none"> What are the connections among claims, reason and evidence? What are the connections between the claim and counterclaim? Which words, phrases, and/or clauses link one major section of your writing with the next?
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		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Recognize the difference between formal and informal style Recognize the characteristics 	<ul style="list-style-type: none"> Differences between formal and informal style Norms and conventions of the discipline in which you 	<ul style="list-style-type: none"> Is the language you have chosen precise and clear? Have you maintained a formal writing style?

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<ul style="list-style-type: none"> of an objective tone Establish and maintain an objective tone throughout a piece of writing Select an appropriate writing format Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing 	<ul style="list-style-type: none"> are writing Objective tone (e.g., academic, formal, reasoned, fact-based) 	<ul style="list-style-type: none"> Is the tone consistently objective?
e. Provide a concluding statement or section that follows from and supports the argument presented.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify key concepts to review Construct a brief recap of the key concepts Reiterate how the support for the claim outweighs the opposing or alternate claim Provide an impactful final statement that addresses the significance of the argument Provide a concluding statement or section that follows from and supports the argument presented 	<ul style="list-style-type: none"> Final statement (e.g. call to action, final insight, so what, next steps) 	<ul style="list-style-type: none"> What key elements from your argument should appear in the conclusion? How do the ideas in your conclusion logically follow from all that you said in the essay? Will the final statement make a lasting impact on the audience?
9-10W10: Range of Writing - 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 discipline-specific tasks, purposes, and audiences.		

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GRADES 11-12: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard 1: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 9-10: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Grades 11-12: Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and 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 claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Familiarize yourself with a debatable, substantive issue Narrow the issue to a reasonable scope Select a position or claim Engage reader with an intriguing opening Narrow and refine the claim to establish a precise thesis Provide context to the claim (e.g. put essay in perspective) State the importance of the claim Develop relevant reasons to support the claim Identify alternate or opposing claims Prioritize and organize reasons and evidence logically to support claims Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 	<ul style="list-style-type: none"> Substantive topics Claim Opening (e.g. vivid description, engaging questions, anecdote, quotation, statement of fact) Thesis statement Context Alternate or opposing claims Evidence Reasons Relationship between claims and reasons Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement) 	<ul style="list-style-type: none"> What argument are you making about this topic, i.e., what is your claim? How can you refine my topic/claim to produce a more precise thesis? Have you established a purpose for your essay? Why should the audience care about my topic/issue? What is the connection between your claim and the evidence or reasons you have chosen? How can you order the evidence, reason, and counter claim to best support your claim?

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b. Develop claim(s) and counterclaim(s) 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.

c.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Evaluate evidence based on credibility and relevance Develop claims from evidence Support claims with strongest evidence Assess the audience's level of knowledge and concerns Acknowledge limitations but emphasize the strengths of the claim Rebut/refute or concede the opposing claim to strengthen the argument Develop claim(s) and counterclaim(s) 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. 	<ul style="list-style-type: none"> Multiple perspectives Valid reasoning Claim Counterclaim Fair (accurate representation of evidence) Differences between relevant and irrelevant reasons, evidence Strategies for dealing with opposing point of view (e.g., rebuttal, refutation, concession) Audience analysis (e.g. needs, knowledge, concerns, values and possible biases) 	<ul style="list-style-type: none"> What evidence or reasons work best to support your claim? What is the connection between your claim and the evidence or reasons you have chosen? Are you treating the opposing argument or claim fairly and accurately? How can you use the opposing claim to strengthen your argument? How do you need to adjust your writing to meet the needs of the audience?

d. 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 counterclaim(s).

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Recognize connections among claims, reasons and evidence Recognize connection between claim and counterclaim Clarify connections using appropriate transitional words, phrases and clauses, as well as, varied syntax 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 counterclaim(s) 	<ul style="list-style-type: none"> Cohesion Words, phrases, clauses and varied syntax that work as transitions between major sections in the text Relationships between <ul style="list-style-type: none"> Claims-reasons Reasons-evidence Claims-counterclaim 	<ul style="list-style-type: none"> What are the connections among claims, reason and evidence? What are the connections between the claim and counterclaim? Which words, phrases, clauses, and/or varied syntax link one major section of your writing with the next?

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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.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Recognize the difference between formal and informal style Recognize the characteristics of an objective tone Establish and maintain an objective tone throughout a piece of writing Select an appropriate writing format Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing 	<ul style="list-style-type: none"> Differences between formal and informal style Norms and conventions of the discipline in which you are writing Objective tone (e.g., academic, formal, reasoned, fact-based) 	<ul style="list-style-type: none"> Is the language you have chosen precise and clear? Have you maintained a formal writing style? Is the tone consistently objective?
f. Provide a concluding statement or section that follows from and support the argument presented.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> Identify key concepts to review Construct a brief recap of the key concepts Reiterate how the support for the claim outweighs the opposing or alternate claim Provide an impactful final statement that addresses the significance of the argument Provide a concluding statement or section that follows from and supports the argument presented 	<ul style="list-style-type: none"> Final statement (e.g. call to action, final insight, so what, next steps) 	<ul style="list-style-type: none"> What key elements from your argument should appear in the conclusion? How do the ideas in your conclusion logically follow from all that you said in the essay? Will the final statement make a lasting impact on the audience?
11-12W10: Range of Writing 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 discipline-specific tasks, purposes, and audiences.		