# HIGH SCHOOL Brief Writes

*Student Learning Objective: Apply a variety of strategies, techniques, and text structures when writing one or more paragraphs of text appropriate to purpose and audience that connects smoothly and logically to a given text.*

| **ABOVE STANDARD** | |
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| *Students are working to solidify the following skills:* | *Educator-recommended next-steps and Digital Library resources* |
| ORGANIZING narrative and explanatory/ argumentative texts by writing   * beginnings/introductions that effectively introduce sophisticated narrative elements/ideas or sophisticated theses/claims; * endings/conclusions that provide resolution and/or reflect the content, and provide implications for more complex ideas/theses/claims; * transitions that provide cohesion and enhance quality and clarity in more complex texts. | Instructional next steps for ORGANIZATION include analyzing and evaluating increasingly more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use   * effective narrative beginnings or explanatory/argumentative introductions that purposefully introduce ideas/theses/claims; * effective narrative endings or explanatory/argumentative conclusions that provide closure/resolution/reflection, and follow logically from the ideas/theses/claims made, extending beyond the essay/assignment (e.g., significance, next steps); * effective transitional strategies that connect narrative elements/ideas, or advance complex theses/arguments, enhancing cohesion and clarity.   Digital Library example:   * [**Analyzing Peer Narratives According to Standards-Based Rubric**](https://www.smarterbalancedlibrary.org/content/analyzing-peer-narratives-according-standard-based-rubric) |
| ELABORATING narrative and explanatory/argumentative texts by writing   * details (including sensory language and dialogue) that enhance or clarify story elements *(*e.g., character development, turning point, conflict) in increasingly more complex narratives. * supporting details/evidence that strengthen ideas/theses/claims in increasingly more complex texts. | Instructional next steps for ELABORATION include analyzing and evaluating increasingly more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use   * purposeful and effective descriptive/sensory details and dialogue in complex narrative texts; * effective support for increasingly more sophisticated ideas/theses/arguments (and, when relevant, address counterclaims) including the selection and development of compelling, relevant evidence.   Digital Library example:   * [**Rhetorical Analysis of Contemporary Non-Fiction**](https://www.smarterbalancedlibrary.org/content/rhetorical-analysis-contemporary-non-fiction) |

| **AT/NEAR STANDARD** | |
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| *Students are working to solidify the following skills:* | *Educator-recommended next-steps and Digital Library resources* |
| ORGANIZING narrative and explanatory/ argumentative texts by writing   * beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict) and ideas or theses/claims; * endings/conclusions that provide resolution and/or reflect the content, and/or provide implications or significance of texts; * transitions that provide cohesion in texts. | Instructional next steps for ORGANIZATION include analyzing and evaluating more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use   * effective narrative beginnings or explanatory/argumentative introductions that purposefully introduce ideas/theses/claims; * effective narrative endings or explanatory/argumentative conclusions that provide closure/resolution/reflection, and follow logically from the ideas/theses/claims made, extending beyond the essay/assignment (e.g., significance, next steps); * effective transitional strategies that connect narrative elements/ideas, or advance theses/arguments, enhancing cohesion and clarity, beyond simple words/phrases to connect ideas.   Digital Library examples:   * [**Developing Criteria and Evidence for a Compare and Contrast Essay**](https://www.smarterbalancedlibrary.org/content/developing-criteria-and-evidence-compare-and-contrast-essay) * [**Self-Revision Explanatory Essay Organization**](https://www.smarterbalancedlibrary.org/content/self-revision-essay-organization) |
| ELABORATING narrative and explanatory/argumentative texts by writing   * details (including sensory language and dialogue) that enhance or clarify story elements *(*e.g., character development, turning point, conflict) in increasingly more complex narratives. * supporting details/evidence that strengthen ideas/theses/claims in increasingly more complex texts. | Instructional next steps for ELABORATION include analyzing and evaluating increasingly more complex exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use   * purposeful and effective descriptive/sensory details and dialogue in complex narrative texts; * effective support for increasingly more sophisticated ideas/theses/arguments (and, when relevant, address counterclaims) including the selection and development of compelling, relevant evidence.   Digital Library example:   * [**Chunky Paragraph Outline**](https://www.smarterbalancedlibrary.org/content/chunky-paragraph-outline) |

| **BELOW STANDARD** | |
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| *Students are working to solidify the following skills:* | *Educator-recommended next-steps and Digital Library resources* |
| ORGANIZING narrative and explanatory/ argumentative texts by writing   * beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict) and ideas or provide basic theses/claims in straightforward texts; * endings/conclusions that provide some resolution and/or reflection, or connect to (and may summarize) straightforward texts; * transitions that provide some basic connections between and among elements. | Instructional next steps for ORGANIZATION include analyzing and evaluating exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use   * narrative beginnings or explanatory/argumentative introductions that purposefully introduce ideas/theses/claims; * narrative endings or explanatory/argumentative conclusions that provide closure/resolution/reflection, and follow logically from the ideas/theses/claims made, extending beyond the essay/assignment (e.g., significance, next steps); * transitional strategies that connect narrative elements/ideas, or advance related theses/arguments, to provide clarity.   Digital Library examples:   * [**Teaching the Parts of an Argument to Students**](https://www.smarterbalancedlibrary.org/content/teaching-parts-argument-students) * [**Persuasive Thesis Statements and Writing**](https://www.smarterbalancedlibrary.org/content/persuasive-thesis-statements-and-writing) * [**Thesis Statement CBAL Formative Activity Set & Teacher Handbook**](https://www.smarterbalancedlibrary.org/content/thesis-statement-cbal-tm-formative-activity-set-and-teacher-handbook) * [**Expository Paragraph Writing**](https://www.smarterbalancedlibrary.org/content/expository-paragraph-writing) |
| ELABORATING narrative and explanatory/argumentative texts by writing   * appropriate details (including sensory language and dialogue) that develop story elements (e.g., character development, turning point, conflict) in straightforward narratives. * appropriate details/evidence to develop ideas/theses/claims in texts. | Instructional next steps for ELABORATION include analyzing and evaluating exemplar/mentor texts to provide students with strategies for COMPOSING their own texts that use   * purposeful descriptive/sensory details and dialogue in narrative texts; * support that strengthens ideas/theses/arguments (and, when relevant, address counterclaims) including the selection and development of relevant evidence.   Digital Library examples:   * [**Graphic Organizer for Argument Analysis**](https://www.smarterbalancedlibrary.org/content/graphic-organizer-argument-analysis) * [**Developing Criteria and Evidence - Compare & Contrast Essay**](https://www.smarterbalancedlibrary.org/content/developing-criteria-and-evidence-compare-and-contrast-essay)   Professional Development Resources for teachers of students at all levels:   * [**Teaching Opinion/Argumentative Essays Aligned With Common Core**](https://www.smarterbalancedlibrary.org/content/teaching-opinionargumentative-essays-aligned-common-core) * [**Socratic Seminar: Supporting Claims & Counterclaims**](https://www.smarterbalancedlibrary.org/content/socratic-seminarsupporting-claims-and-counter-claims) |

*Digital Library resources are meant to be used in conjunction with an educator’s curriculum, and to serve as a jumping-off point for instruction. Educators are encouraged to consider their particular classroom context and culture when selecting resources, and to adapt the resources to best fit their students’ needs.*