# HIGH SCHOOL Revision

*Student Learning Objective: To be able to select a revision to a given text that improves a specified aspect of the text’s evidence/elaboration or organization. Items focus on revision at the sentence or paragraph level, except for transitional words and phrases.*

| **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 identifying   * 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; * transitional strategies that provide cohesion and enhance quality and clarity in more complex texts. | Instructional next steps for ORGANIZATION include using increasingly more complex exemplar/mentor texts to help students REVISE texts after analyzing and evaluating   * how authors begin narratives or introduce explanatory/argumentative text, including when/how ideas/theses/claims are introduced; * how authors finish narratives by providing closure/resolution/reflection, or conclude explanatory/argumentative text by extending beyond the essay/assignment and following logically from the ideas/theses/claims made and supporting them with details/evidence (e.g., significance, next steps); * how authors use transitional strategies to 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 identifying   * 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 and determining their effectiveness in strengthening ideas/theses/claims in increasingly more complex texts. | Instructional next steps for ELABORATION include using increasingly more complex exemplar/mentor texts to help students REVISE texts after analyzing and evaluating   * the purpose and use of descriptive/sensory details and dialogue in complex narrative texts; * how authors build effective support for increasingly more sophisticated ideas/theses/arguments (and, when relevant, address counterclaims) by selecting and developing 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 identifying   * 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; * transitional strategies that provide cohesion in texts. | Instructional next steps for ORGANIZATION include using more complex exemplar/mentor texts to help students REVISE texts after analyzing and evaluating   * how authors begin narratives, or introduce explanatory/argumentative text, including when/how ideas/theses/claims are introduced; Digital Library example: [**Thesis Statement CBAL Formative Activity Set and Teacher Handbook**](https://www.smarterbalancedlibrary.org/content/thesis-statement-cbal-tm-formative-activity-set-and-teacher-handbook) * how authors finish narratives by providing closure/resolution/reflection, or conclude explanatory/argumentative text by extending beyond the essay/assignment and following logically from the ideas/theses/claims made and supporting them with details/evidence (e.g., significance, next steps); Digital Library example: [**Responding to Arguments in Famous Public Eulogies**](https://www.smarterbalancedlibrary.org/content/responding-arguments-famous-public-eulogies) * how authors use transitional strategies to connect narrative elements/ideas, or advance theses/arguments, enhancing cohesion and clarity. |
| ELABORATING narrative and explanatory/ argumentative texts by identifying   * details (including sensory language and dialogue) that enhance or clarify story elements (e.g., character development, turning point, conflict) in narratives. * supporting details/evidence and determining their usefulness in developing more complex ideas/theses/claims in texts. | Instructional next steps for ELABORATION include using more complex exemplar/mentor texts to help students REVISE after analyzing and evaluating   * how authors incorporate descriptive/sensory details and dialogue in narrative texts; * how authors choose anddevelop sufficient appropriate details/evidence to support more complex ideas/theses/claims (for argument, address counterclaims). Digital Library examples: [**Analyzing the Argument in Lincoln's Second Inaugural Address**](https://www.smarterbalancedlibrary.org/content/analyzing-argument-lincolns-second-inaugural-address) and [**Writing a Resolution**](file:///C:\Users\Denise\Downloads\This%20resource%20can%20be%20used%20to%20help%20students%20understand%20how%20context%20can%20affect%20the%20development%20of%20an%20argument) |

| **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 identifying   * 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; * transitional strategies that provide some basic connections between and among elements | Instructional next steps for ORGANIZATION include using exemplar/ mentor texts to help students REVISE texts after analyzing and evaluating   * how authors begin narratives and introduce narrative elements, or introduce explanatory/argumentative text, including identifying strong theses/claims in texts, and how authors introduce and set the context for theses/claims; Digital Library examples: [**The Declaration of Independence: From Rough Draft to Proclamation**](https://www.smarterbalancedlibrary.org/content/declaration-independence-rough-draft-proclamation)and [**How to Write a Thesis Statement**](https://www.smarterbalancedlibrary.org/content/how-write-thesis-statement) * how authors finish narratives by providing a sense of completeness and/or conflict resolution that may include reflection, or conclude explanatory/argumentative texts by writing conclusions that go beyond summary and follow logically from the ideas/theses/claims made and supporting details/evidence; * how authors use transitional strategies beyond simple words/phrases to connect ideas. |
| ELABORATING narrative and explanatory/  argumentative texts by identifying   * 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 using exemplar/mentor texts to help students REVISE after analyzing and evaluating   * how authors incorporate descriptive/sensory details and dialogue in narrative texts; * how authors choose anddevelop sufficient appropriate details/evidence to support ideas/theses/claims (for argument, address counterclaims).   Digital Library examples:   * [**Graphic Organizer - Expository Analysis**](https://www.smarterbalancedlibrary.org/content/graphic-organizer-expository-analysis) * [**Graphic Organizer for Argument Analysis**](https://www.smarterbalancedlibrary.org/content/graphic-organizer-argument-analysis) * [**Teaching the Parts of an Argument to Students**](https://www.smarterbalancedlibrary.org/content/teaching-parts-argument-students)   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) |

*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.*