

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.1

Standard		DOK
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Claim – to assert or maintain as a fact • Analysis – the process as a method of studying the nature of something • Argument – a statement, reason or fact for or against a point • Valid reasoning – the process of forming well-founded conclusions • Relevant – bearing upon or connected with the matter in hand; pertinent 	<ul style="list-style-type: none"> • Organize claim • Analyze information for relevance • Write an argument using evidence to support a claim 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can write an argument to support a claim	2
	I can support what I write using facts and evidence in a detailed paragraph	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.1a

Standard		DOK
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 the claim(s), counterclaims, reasons, and evidence.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Significant claim – to assert or maintain as an important fact • Logical sequence – a continuous or connected series that is to be expected • Knowledgeable claim – to assert or maintain as an intelligent, well-informed fact 	<ul style="list-style-type: none"> • Organize claim • Establish a claim as significant and valid using support 	
Type of Target	Learning Targets: I Can Statements	
	I can write an introduction to an argument based on a claim	2
	I can organize a paper in logical sequence that makes sense to others.	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.1b

Standard		DOK
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Significant claim – to assert or maintain as an important fact • Counterclaim – to claim so as to offset a previous claim • Relevant evidence – that which tends to prove or disprove something while being connected with the matter in hand 	<ul style="list-style-type: none"> • Infer information about the audience • Develop well thought out claims and counterclaims • Analyze claims and counterclaims from multiple perspectives 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can write an argument with a claim and counterclaim.	3
	I can analyze my audience.	3
	I can adjust my claim to the audience.	3
	I can find support that is understandable and appealing to my audience.	3
	I can look at claims and counterclaims from multiple viewpoints.	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

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CCSS.ELA-Literacy.W.11-12.1c

Standard		DOK
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.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Syntax – the study of rules for the formation of grammatical sentences in a language • Claim – to assert or maintain as a fact • Counterclaim – to claim so as to offset a previous claim • Clause – containing a subject and predicate and forming part of a sentence or constituting a whole simple sentence • Phrase – a sequence of two or more words arranged in a grammatical construction and acting as a unit in a sentence • Cohesion – the act or state of uniting or sticking together 	<ul style="list-style-type: none"> • Write transitions between paragraphs • Write sentences that provide a unity of ideas to support the claim • Recognize and edit sentences with similar structure 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can use a thesaurus to find synonyms.	1
	I can proofread my paper and find sentences that sound the same.	2
	I can change sentences that sound alike.	2
	I can write varied sentences using different sentence structure.	2
	I can write a sentence to transition between paragraphs.	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.1d

Standard		DOK
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
•	•	
Type of Target	Learning Targets: I Can Statements	DOK
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.1e

Standard		DOK
Provide a concluding statement or section that follows from or supports the argument presented.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
•	•	
Type of Target	Learning Targets: I Can Statements	DOK
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.4

Standard		DOK
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Audience – the persons reached by a book, radio or television broadcast • Coherent – logically connected • Appropriate – suitable or fitting for a particular purpose, person, occasion, etc. 	<ul style="list-style-type: none"> • Write material that links the task, purpose and audience together • Write clear and coherent material 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can organize my writing so that it would explain the task or purpose to an audience.	3
	I can write a paper that is logical and follows an appropriate style.	3
	I can write clearly for a specific purpose.	3
	I can organize my thoughts in a coherent writing.	3
	I can write in an appropriate style.	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.5

Standard		DOK
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.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Planning – a scheme or method of doing, proceeding, making, etc. • Revising – to amend or alter • Editing – to revise or correct 	<ul style="list-style-type: none"> • Recognize errors, issues with clarity and other problems in writing • Write in a style that is appropriate to the audience • Make changes in the writing based on the issues recognized • Try various approaches writing for specific audiences 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can improve my writing by revising, editing and rewriting.	2
	I can use strategies to find and fix problems in my writing.	3
	I can write in a formal style that my audience will understand.	3
	I can remove unnecessary details in my writing.	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.6

Standard		DOK
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.		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Publish – to issue for sale or distribution to the public • Ongoing feedback – to offer or suggest information or ideas in reaction to an inquiry 	<ul style="list-style-type: none"> • Use the appropriate technology • Respond in an appropriate way to feedback • Include new arguments or information in their responses 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can use technology to produce a piece of writing.	2
	I can respond appropriately to feedback on my writing.	2
	I can include a different perspective or new information in my response.	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.7

Standard		DOK
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.		4
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Research – diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories, applications, etc. • Narrow – limited in range or scope • Broaden – to widen • Self-generated – made without the aid of an external agent; originating from the self 	<ul style="list-style-type: none"> • Synthesize sources • Combine multiple sources of information • Develop self-generated questions as it relates to the research project • Understand the subject being investigated 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can determine if I need more sources.	2
	I can determine if my topic is too broad or too narrow.	2
	I can develop questions as they relate to my research project.	3
	I can analyze multiple sources of information.	3
	I can write a research paper/project using multiple sources that demonstrates my understanding of the subject.	4
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		

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CCSS.ELA-Literacy.W.11-12.8

Standard		DOK
<p>Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.</p>		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Advanced search – to look at or examine in a way that is more enlightened than the standard • Plagiarism – an act of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own • Citation – an accepted source of information, advice, etc. • Relevant information – knowledge that is bearing upon or connected with the matter in hand 	<ul style="list-style-type: none"> • Use multiple sources of relevant information • Evaluate sources • Document sources using a standard format for citation 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can search for useful sources.	2
	I can use multiple sources equally throughout my paper.	2
	I can properly cite my sources to avoid plagiarism.	2
	I can determine if a source is useful for my purpose and audience.	3
	I can integrate the information into my text to communicate my ideas.	3

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.9

Standard		DOK
Draw evidence from informational texts to support analysis, reflection, and research.		2 or 3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • Evidence – that which tends to prove or disprove something • Reflection – a thought occurring in consideration or meditation 	<ul style="list-style-type: none"> • Read informational text • Pull key details from text • Organize evidence gathered from reading material • Support stance with evidence from text 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can differentiate between literary and informational text.	1
	I can find key details in the text.	2
	I can organize evidence that I have read.	3
	I can support what I have written with details from the reading.	3
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		

Standards Worksheet for English Language Arts

CCSS.ELA-Literacy.W.11-12.10

Standard		DOK
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.		2
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
	<ul style="list-style-type: none"> • Organize thoughts over time • Manage time for reflection and revision • Write in long or short time frames 	
Type of Target	Learning Targets: I Can Statements	DOK
	I can write for a variety of purposes, tasks, and audiences.	2
	I can write on a regular basis.	2
	I can reflect on and review my writing.	2
Resources Used		
Align, Assess, Achieve (2011). <i>The Common Core: Clarifying Expectations for Teachers and Students, English Language Arts Grade 3</i> . Columbus, OH: McGraw-Hill Education.		
Examples		