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Writing Targets

For examples, click on the hyperlinks for Learning Targets 3 and 4

	LEARNING SCALES	1	2	Learning Target 3	4
I N T R O D U C T I O N	HOOK	My introduction does not include a hook or uses one which does not support the purpose of the paper.	My hook does not engage reader, but attempts to give context to essay.	My hook is interesting, gives context and pulls reader in.	My hook engages using a unique angle, providing context while causing the reader to think about the ideas to come..
	OVERVIEW	My overview is missing or does not state supporting ideas that make up body of essay.	My overview is unclear in stating supporting ideas that make up the body of essay.	My overview clarifies the hook and clearly states the supporting ideas that make up the body of the essay.	My overview clarifies the significance of my hook, previews the supporting ideas and offers insight into the Claimt.
	PURPOSE STATEMENT (Thesis, Claim, Focus, Main idea)	I can communicate an opinion or a fact about my topic.	I can communicate a statement about my topic.	I can communicate a statement that clearly conveys and directs my purpose.	I can communicate a statement that connects my purpose to a deeper meaning, greater impact, or universal understanding.
B O D Y S U P P O R T I N G	LEADS	I need help with writing lead sentences that establish purpose and connect to my Claim.	I attempt to write lead sentences that establish purpose and connect to my Claim, but I struggle with this.	My Lead sentences establish the purpose of my body paragraphs and connects to my Claim.	I have strong and engaging lead sentences which effectively establish the purpose of my body paragraph and are directly connected to the assertion presented in my Claim.
	CONTEXTUAL TRANSITIONS	I need help writing contextual transitions in order to effectively “set up” my evidence.	I attempt to use contextual transitions, but I am missing one or more of the WHO, WHEN and WHERE, which are necessary to fully “set up” my evidence.	My contextual transitions establish the WHO, WHEN and WHERE as applicable, to “set up” my evidence.	My contextual transitions establish the WHO, WHEN and WHERE as applicable, to “set up” my evidence; they are varied and smooth and support the logical and creative development of ideas.
	FIND EVIDENCE	I can find evidence that relates to my topic.	I can find evidence that connects to my purpose.	I can find credible evidence that supports my purpose.	I can find varied, credible evidence that works together to support my

P A R A G R A P H S					purpose.
	REASONING (Analysis)	I can reword my evidence and/or state that it supports my purpose. I can explain how selected evidence supports my purpose.	I can reword my evidence and/or state that it supports my purpose. I can explain how selected evidence supports my purpose.	I can thoroughly explain how my evidence supports my purpose, and connects to a larger idea.	I can thoroughly explain how my evidence can interpret direct and indirect evidence to support my purpose and make connections to larger ideas.
	FINISHER	I need help writing finishers as what I have does not recap purpose of paragraph. Or, I just do not have one.	I attempt to write finishers, but they do not adequately recap the purpose of my paragraph.	My finishing statements summarize the main ideas of my paragraphs	My finishing statement summarizes main ideas in paragraph without being repetitive.
	CONNECTOR	I need help writing connectors as the ones I have do not promote the flow of one paragraph into the next. Or, I just don't write one.	I attempt to incorporate a connector after my finisher, but it is awkward and does not clearly tie into the topic of the next body paragraph.	I use connectors between body paragraphs to encourage flow.	I use connectors between body paragraphs which are smoothly integrated into the finisher and promote the flow of ideas
C O N C L U S I O N	CONCLUSION	My Conclusion does not revisit my Claim, supporting ideas or leave the reader with "one last thought".	My Conclusion attempts to reiterate my Claim and supporting ideas, attempts to leave reader with "one last thought", or only does one or the other.	My Conclusion effectively reinforces the Claim and supporting ideas, and leaves the reader with "one last thought" (answers the question: So what?).	My Conclusion reinforces the Claim in a way that is original and engaging; it extends main ideas effectively with "one last thought and revisits the essence of my hook in a creative and purposeful way that brings the paper and my ideas "full circle".
U S A G E	LANGUAGE	With help, I could improve my word choice in addition to trying to use conviction words to help set the tone of academic writing.	I attempt to use varied word choice and conviction words in my writing to establish an academic tone, but what I have could use some polishing/revision.	My word choice is varied and appropriate for academic writing and I use conviction words to set an appropriate academic tone.	The word choice is stylistically sophisticated and varied and I effectively and seamlessly use conviction words to support my argument and set an appropriate and engaging academic tone.
	GUM: GRAMMAR USE MECHANICS	I am learning to use standards of punctuation, spelling, and grammar.	I am starting to have control of standards of punctuation, spelling, grammar, and word use.	I can revise and edit my GUM to ensure clarity in my writing.	I can independently and consistently apply standards of punctuation, spelling, grammar, and word use.

Reading Targets

	1	2	3	4
READING STAMINA	I rarely read. I struggle settling in, focusing and/or sustaining reading.	I read, but not consistently and not always at my reading level. I may break once while reading, but am overall focused and sustained.	I independently read without interruption, read at a regular interval, and regularly complete books.	I read beyond expectations in amount and/or reading level. When I read I am focused and it is sustained over time.
READING COMPREHENSION	I can identify details from a text.	I can identify important details from a text.	I can summarize the main and supporting details from a text.	I can summarize main and supporting details from a text in a way that shows I understand how they all work together.
READING CRAFT AND STRUCTURE	I can notice choices that the author is making in the text.	I can identify when an author uses word choice, figurative language, and/or writing techniques.	I can explain how an author uses word choice, figurative language, and/or writing techniques to affect the reader.	I can analyze how the author's choices work together to affect the reader.
VOCABULARY	I can use resources to define unfamiliar terms.	I can communicate dictionary definitions in my own words.	I can make connections to the context, using vocabulary terms.	I can use discipline-specific vocabulary to communicate my understanding and further my learning.

Research and Other Targets

	1	2	3	4
CRITICAL THINKING	I can list characteristics or information about individual parts.	I can make direct connections between the individual parts, showing how they are related (for example, similarities, differences, causes, effects).	I can make multiple connections between and among individual parts, showing more complex relationships.	I can explain how some of the relationships between and among parts lead to a larger idea, claim, or inference.
DETERMINING BIG IDEAS	I can create topics using details and facts from a source.	I can determine big ideas by making connections between topics.	I can communicate universal understandings using multiple big ideas.	I can defend my universal understanding by showing its impact across multiple contexts.

CITATIONS	A source was found, but I am unclear how to present it.	My citations capture the basic source information, but is incomplete and/or formatted incorrectly.	I can accurately cite (In-Line and Works Cited) my sources for the evidence that I use (quoted and paraphrased).	In addition, my citations show a broad spectrum of sources to offer greater authority.
NOTETAKING AND ORGANIZING	I list facts as my notes.	I list facts as my notes that relate to the topic, and begin to organize them. Citation incomplete.	I can take notes, from reliable sources, that are relevant, thorough, organized and properly cited.	I can write notes that show exceptional choices were made in both sources used and information featured.
PUBLIC SPEAKING	I can speak at an understandable pace and tone.	I can report using some appropriate eye contact, adequate volume, and clear pronunciation.	I can present using appropriate eye contact, adequate volume, and clear pronunciation.	I can present and defend my topic clearly and concisely while using style appropriate to purpose, audience, and task.
PARTICIPATION	With support, I am encouraged to exhibit a positive attitude and actively participate.	I am beginning to exhibit a positive attitude and actively participate.	My positive attitude and active participation demonstrates that I value the activity for my personal growth.	My positive attitude and active participation encourages others and fosters a growth mindset.

INTRODUCTION

Learning Target 3

Example: Dusko Condic's father died at the start of the Great Depression, leaving a wife and eight children. He said, "We lost the house. I can remember to this day — and I become emotional when I think of it — literally being placed on the sidewalk [with] every last possession that my poor mother had because she wasn't able to pay the mortgage." Two issues that a survivor has to deal with are loneliness and pain, both physical and emotional. One strength that helps people get through is community. This is how a person survives the U.S. economy.

Example: For as long as I remember, I knew I was going to college. My father nixed my wanting to be a mechanic, a truck driver and a writer. Still, when I was a senior in high school he said to me once, "You will be at work half of your waking life, so be sure you do something you love." In Rudyard Kipling's poem "If—" he offers advice to his son. His advice includes for him to be true to himself, that taking chances is important, to not let emotions rule him. Kipling is telling his reader that success means not taking things too seriously.

Learning Target 4

Example: In the beginning of *Harry Potter and the Sorcerer's Stone* is a scene that any middle school student would find familiar. Early in the story, after being bullied and friendless most of his life, Harry Potter meets two other students who also seem to be outcasts. Then, in their train compartment, another student, the contemptible Draco Malfoy offers Harry entry into their new school's popular clique. Author J. K. Rowling writes:

He [Malfoy] held out his hand to shake Harry's, but Harry didn't take it.

"I think I can tell who the wrong sort are for myself, thanks," he said coolly. (108, 109)

At that moment the story is not about wizards, magic or adventure, but a child facing a choice between being true to oneself or being false in order to gain social standing. *Harry Potter* remains a touchstone series because Rowling captures what all good stories do--loss, choices and the promise of contentment in the end. These elements are necessary for any story to be considered true.

BODY/SUPPORTING PARAGRAPH

Note that supporting paragraphs do not stand alone, but rely on an Introduction to provide some context. Thus, some references--characters, author names, works and ideas--were established prior.

Learning Target 3

Example: It is only by taking chances that people grow and become full adults. In lines 18 and 19, Kipling writes, “If you can make one heap of all your winnings/ And risk it on one turn of pitch-and-toss.” He means that life is not only about taking risks, but taking them knowing the consequences might be great. While Kipling writes of gambling in a game, he is really speaking of life. Ender had to take a risk, but this time with two world’s in the balance. Card writes at the end of the story, “Ender had destroyed the enemy by sacrificing his entire fleet and breaking the rule against destroying the enemy planet.” But he won. Only he could have done it, and was a hero as a result. We don’t risk because of the fear of loss, but Kipling states that without risk there is no winning. A chance is simply standing up to a fear that keeps us from being happy.

Learning Target 4

Example: For the 2015 season the Patriots adopted the unofficial slogan “Do Your Job.” It was a sentiment that had long been their ethos, although by that year it became the key not to their success, but their survival. During the early years of the Belichick era, stars such as Ty Law, Adam Vinnatter and Tom Brady were given credit for their three Super Bowl victories. It was a formula many teams follow--create a core of stars with a hope of victory--but one in which the Patriots have rejected, with great success. By 2008 Law, Vinnatter and several other talented players were gone, but not missed. The Patriots continued to win. That year Belichick traded for the unknown Wes Welker and infamous Randy Moss, going 18-0 before being stopped in the Super Bowl. When Brady went down in 2010 for the season, the little heralded backup Matt Cassel, who had not started a game since high school, stepped up and guided the team to a 11-5 record in a tough AFC East. The team mixed it up again, basing their offense around tight ends Aaron Hernandez and Rob Gronkowski, and changing newly acquired Julian Edelman, a college quarterback, into a receiver. Even as Belichick and Brady remain constants, change is the norm. Welker, Gronkowski, Edelman, kicker Stephen Gostkowski and defensive lineman Vince Wilfork are one type of Patriot success; unknown when acquired, but became future Hall of Famers under the Patriot system of change. A few players, such as Moss and Derrell Revis, are talented stars who want to earn a ring, or Doug Flutie or Junior Seau, greats the Patriots see a last year of talent they can use, but all are exceptions to the rule. Cassel represents another major type; a nobody who thrived in New England and never gained success elsewhere. In New England, though, each player, from star to one just acquired off of waivers, is asked to perform a specific position at the best of their ability. To be part of a team. In the Super Bowl that capped that 2015 season, much attention was given to newly acquired Revis, but it was Malcolm Butler, an undrafted and unheralded rookie, who stepped up and stole the game from the Seahawks. The Patriots’ fourth Super Bowl victory was won much like their first in 2002, with a group of talented players, many unknown, working together as a team.

CONCLUSION

Learning Target 3

Example: Surviving the U.S. economy during the Great Depression is tough. Loneliness and pain dog a survivor, and community often proved to be a lifesaver. As a nation, we can reach out to those in economic need; not only with food or shelter, but with community. That is the salve which can be the difference between making it through or not. Program that help those in need must possess a human element if they are to be effective, putting the “We” into government and ensuring each person becomes “We, the people.”

Example: In the poem “If—” Kipling tells his reader that success comes from not taking things too seriously. His advice includes to be true to yourself, take chances, and to not let emotions rule you. In short, Kipling advises his son to have enough faith and confidence to remain true to himself. As important, he also seems to say that in knowing himself, his son will have faith and confidence. It is a cycle that feeds on itself. Cycles have no end. Kipling sees success not in achievement, but in the sixty second run—the process, not the finish line. It is how we live our life, not our end, that matters.

Learning Target 4

Example: The truth of living is loss. By shedding part of ourselves, though, we gain something new. What we gain, and the person we ultimately become, is a direct result of those choices we make while working towards our goal of contentment. Having living a lifetime of loss, Harry made a choice in that train compartment to stand by Ron, Hermione and Neville instead of taking the easy path with Malfoy. That was one of several such choices, which put him on the wrong side of peers, teachers and the darkest wizard in history. Through seven books Harry chooses the hard path, often at his detriment and with mounting losses. Yet those choices define him, transforming him from “the boy who lived” to “the chosen one”. Never, though, does he act for any reason other than to keep those he loves safe and to return to a normal life. When the last book ends, Harry is seeing his own children off to Hogwarts, where they face the same issues he did—leaving home, the unknown of the house sorting and a hope to belong. Child or adult, wizard or muggle, on a train or anywhere, it is a true scene that repeats itself over and over in each of our lives. It is why the story remains timeless.