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| **Common Core Standards and Learning Targets** | **Initial Check**  **for Understanding** | **Self Assessment**  **after Formative**  **Practice 1** | **Self Assessment**  **after Individual**  **Practice & Review** | **Final Check**  **after Summative Assessment** |
| ***Writing Standard 1a*** |  |  |  |  |
| 1. Identify the norms and conventions of the discipline in which you are writing. |  |  |  |  |
| 1. Introduce precise claim(s). |  |  |  |  |
| 1. Distinguish the claim(s) from alternate or opposing claims. |  |  |  |  |
| 1. Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |  |  |  |  |
| ***Writing Standard 1b*** |  |  |  |  |
| 1. Develop claim(s) and counterclaims 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. |  |  |  |  |
| ***Writing Standard 1c*** |  |  |  |  |
| 1. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |  |  |  |  |
| ***Writing Standard 1d*** |  |  |  |  |
| 1. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  |  |  |
| ***Writing Standard 1e*** |  |  |  |  |
| 1. Provide a concluding statement or section that follows from and supports the argument presented. |  |  |  |  |
| ***Writing Standard 5*** |  |  |  |  |
| 1. Determine purpose and audience for writing. |  |  |  |  |
| 1. Plan writing with purpose and audience in mind; write with purpose and audience in mind. |  |  |  |  |
| 1. Revise to develop and strengthen writing. If needed, try a new approach. |  |  |  |  |
| 1. Edit for conventions, demonstrating command of language standards and MLA formatting. |  |  |  |  |