

| LONG-TERM TRANSFER GOAL | | |
|---|---|--|
| <i>Students will be able to thoughtfully produce text for a broad range of audiences, purposes, and tasks.</i> | | |
| Communication Performance Task Categories and Explanation | Performance Expectations by Grade-Level Bands (K-12) | Illustrative Examples of Performance Task (concise explanations of what students are expected to produce) |
| <p>Memoir or Personal Narrative:</p> <p><i>Composes in first person to interpret experiences from the past in order to gain and reveal insight.</i></p> | <ul style="list-style-type: none"> Grades K-2: Select a moment that was important to you, describe what happened using proper sequence and details, and include the lesson learned. Grades 3-7: Select an event or series of events that were important to you. Describe what happened using effective technique, details, and clear event sequences. Provide a conclusion that describes the significance of the event(s). Grades 8-12: Develop and explore a narrative to examine a period of time in your own life in order to gain insight and connect to common themes within human experience. | |
| <p>“How To” or Technical Descriptions:</p> <p><i>Produces a sequential description of how to complete a particular task through incorporation of research and/or experience that is clear, detailed and informative.</i></p> | <ul style="list-style-type: none"> Grades K-2: Create a sequential list of instructions to ensure successful completion of a task. Grades 3-4: Create a sequential set of instructions, using words and phrases to signal event order, to ensure successful completion of a task. Grades 5-8: Create a sequential set of procedures that uses terminology appropriate to the topic (both task and subject matter), test out effectiveness of the set and revise as needed. Grades 9-12: Create or describe procedures; evaluate effectiveness based on feedback and revise and include ancillary texts as necessary. | |
| <p>Information Report:</p> <p><i>Provides a focused and detailed explanation of a given subject for a target audience and specific purpose.</i></p> | <ul style="list-style-type: none"> Grades K-1: N/I — NOT INDEPENDENTLY. (Teachers will model how to find relevant information, identify main ideas and supporting details, and communicate to others about that topic of interest.) Grades 2-3: Find relevant information, identify main ideas and supporting details, and communicate to others about that topic of interest. Grades 4-8: Locate and evaluate the validity of sources to identify relevant information for a topic (self-selected or teacher-directed) that effectively uses research to develop a concise explanation. Grades 9-12: Clarify the scope of the topic (self-selected or teacher-directed) and the intent of the report (audience, purpose) and use that clarification to guide research, analysis and synthesis. | <ul style="list-style-type: none"> |
| <p>Persuasive Statement:</p> | <ul style="list-style-type: none"> Grades K-1: Draw and/or write an opinion piece that explains how they feel and the supporting reason(s) why they feel that way. | <ul style="list-style-type: none"> |

NOTE: We have a broad definition of text (e.g. speech, film, lyrics, painting, social media messages).

| LONG-TERM TRANSFER GOAL | | |
|---|---|--|
| <i>Students will be able to thoughtfully produce text for a broad range of audiences, purposes, and tasks.</i> | | |
| Communication Performance Task Categories and Explanation | Performance Expectations by Grade-Level Bands (K-12) | Illustrative Examples of Performance Task (concise explanations of what students are expected to produce) |
| <p><i>Assumes a position or point of view on a given subject and supports that through the development of:</i></p> <ul style="list-style-type: none"> • <i>a logical argument and use of evidence OR</i> • <i>a deliberate design intended to provoke a specific action.</i> | <ul style="list-style-type: none"> • Grades 2-4: Develop an opinion piece that includes a subject, statement of argument, and supporting reasons through inclusion of evidence and linking words (e.g. because, therefore, for instance). • Grades 5-8: Develop a fluent, organized, thesis-driven argument supported by a variety of evidence. • Grades 9-12: Clarify the issues underlying a topic (self-selected or teacher-directed) and develop a thesis-driven, logical argument that strategically uses information to support a point of view while also countering other arguments to appeal to a target audience. | |
| <p>Analysis of an Aesthetic Text:</p> <p><i>Presents the effects that the author’s/ artist’s craft have on the piece and how that communicates and/or evokes a response through the development of an organized interpretation and use of textual evidence.</i></p> <p><i>NOTE: Can also be a comparative analysis among multiple texts.</i></p> | <ul style="list-style-type: none"> • Grades K-4: N/I — NOT INDEPENDENTLY. (Teacher models and facilitates discussion of author’s/artist’s craft through appropriate texts such as Eric Carle, Shel Silverstein, Jan Brett, and Patricia Polacco.) • Grades 5-7: Identify and give examples of the hallmarks of a self-selected author/artist (use of voice, diction, rhyme, color, subject, pattern) and how that plays out in a range of their work. • Grades 8-12: Analyze the author’s/artist’s stylistic and rhetorical choices and evaluate their effect in the text or body of work through a thesis, evidence, and supporting commentary. | <ul style="list-style-type: none"> • |
| <p>Creation of an Aesthetic Text:</p> <p><i>Develops a piece (e.g. poem, play, film, graphic novel, short story, song, fable) using appropriate devices to communicate and/or evoke a response.</i></p> | <ul style="list-style-type: none"> • Grades K-3: Create text through words, pictures, sounds, and/or actions to communicate a purpose (e.g. entertain, persuade, inform), message, and/or feeling. • Grades 4-12: Make deliberate artistic choices through the creation and refinement of text using language, images, sounds, and/or actions to evoke a response from the audience/reader. | <ul style="list-style-type: none"> • |
| <p>Critique or review:</p> <p><i>Using a set of</i></p> | <ul style="list-style-type: none"> • Grades K-2: Using established criteria (e.g. thumbs up/thumbs down, five-star system) provide a review of a particular book, place, product, or experience and explain your rating. | <ul style="list-style-type: none"> • |

NOTE: We have a broad definition of text (e.g. speech, film, lyrics, painting, social media messages).

| LONG-TERM TRANSFER GOAL | | |
|--|---|--|
| <i>Students will be able to thoughtfully produce text for a broad range of audiences, purposes, and tasks.</i> | | |
| Communication Performance Task Categories and Explanation | Performance Expectations by Grade-Level Bands (K-12) | Illustrative Examples of Performance Task (concise explanations of what students are expected to produce) |
| <p><i>established criteria, evaluates a text, experience, or product to develop a position supported by evidence.</i></p> <p><i>NOTE: Can also be a comparative analysis among multiple texts, experiences, or products.</i></p> | <ul style="list-style-type: none"> • Grades 3-4: Using established criteria that students develop, provide a recommendation about a text, experience, or product that communicates an opinion, uses supporting details, and a concluding statement. • Grades 5-8: Develop an opinion about a text, experience, or product and then explore what triggered the opinion based on textual evidence and experience and how that fits in with general opinions they have about what quality looks like. • Grades 9-12: Evaluate and take a position on the merit or quality of a text, experience, or product through the development and/or use of established criteria. | |
| <p>Personal Communication: <i>Communicates through text (e.g., emails, blog statements, interviews, video clips, electronic messaging, letters) for a target audience and specific purpose.</i></p> | <ul style="list-style-type: none"> • Grade K: N/I — NOT INDEPENDENTLY. (Teachers will model communication as a class activity.) • Grades 1-12: Use the conventions of a particular format to produce effective and appropriate communication on a self-selected topic (i.e. use of shorthand abbreviations and symbolic language in text messaging vs. emails vs. formal letter writing). | <ul style="list-style-type: none"> • |
| <p>Portfolio Reflection: <i>Using a selection of a student’s own texts from a predetermined time period, reflects on pre-established goal(s) and growth toward those goals through supporting textual evidence.</i></p> | <ul style="list-style-type: none"> • Grades K-1: N/I – NOT INDEPENDENTLY. (Teachers will model how students demonstrate growth over time by showing personal and class examples.) • Grades 2-4: Based on an established goal(s) identified at a teacher-student conference at the beginning of the year, reflect on personal growth by reviewing and commenting on a collection of work. • Grades 5-8: Using an established goal (that the student had a hand in creating), evaluate the degree of accomplishment based on evidence from the portfolio. • Grades 9-12: Using self-generated goal(s) in combination with rubrics and evidence from the portfolio, evaluate the degree of accomplishment and reflect on the development and revision process. | <ul style="list-style-type: none"> • |

NOTE: We have a broad definition of text (e.g. speech, film, lyrics, painting, social media messages).