

## Writing

### AZ.ELA.9-10.W.1

<b>Content Standard</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. 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.</li> <li>c. Use words, phrases, and clauses 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.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	
<b>Stimuli Type</b>	Reading Passages (may be informational, argumentative, or literary)	
<b>Content Limits</b>	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an argumentative essay.	
<b>Task Demand</b>		<b>Common Item Formats</b>
<p style="text-align: center;"><b>Directions Templates</b></p> <p>Write an argumentative essay/editorial about . . . . Use information from the passages in your essay. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• include a claim;</li> <li>• address counterclaims;</li> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>		<ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>

### Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence:</p> <ol style="list-style-type: none"> <li>a. introduces claim(s) and creates an organization, establishing relationships among claim(s), reasons, and evidence.</li> <li>b. develops claim(s), supplying evidence in a manner that anticipates the audience's concerns.</li> <li>c. uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence.</li> <li>d. attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of Standard English.</li> <li>e. provides a concluding statement or section.</li> </ol>	<p>Writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence:</p> <ol style="list-style-type: none"> <li>a. introduces claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns.</li> <li>c. uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</li> <li>e. provides a concluding statement or section that supports the argument presented.</li> </ol>
Proficient	Highly Proficient
<p>Writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <ol style="list-style-type: none"> <li>a. introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. develops 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.</li> <li>c. uses words, phrases, and clauses 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.</li> <li>d. establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>e. provides a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>Writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <ol style="list-style-type: none"> <li>a. introduces strong and precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns.</li> <li>c. uses precise words, phrases, and clauses 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.</li> <li>d. establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>e. provides an effective concluding statement or section that follows from and supports the argument presented.</li> </ol>

<p><b>Content Standard</b></p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>				
<p><b>Stimuli Type</b></p>	<p>Reading Passages (may be informational, argumentative, or literary)</p>				
<p><b>Content Limits</b></p>	<p>Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="190 1068 812 1125" style="text-align: center;"><b>Task Demand</b></th> <th data-bbox="812 1068 1424 1125" style="text-align: center;"><b>Common Item Formats</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="190 1125 812 1579"> <p style="text-align: center;"><b>Directions Templates</b></p> <p>Write an informational/explanatory essay about . . . .</p> <p>Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> </td> <td data-bbox="812 1125 1424 1579"> <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul> </td> </tr> </tbody> </table>		<b>Task Demand</b>	<b>Common Item Formats</b>	<p style="text-align: center;"><b>Directions Templates</b></p> <p>Write an informational/explanatory essay about . . . .</p> <p>Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>	<ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>
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### Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>a. states a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions.</li> <li>b. develops the topic with information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. uses appropriate transitions to link the major sections of the texts.</li> <li>d. uses topic-appropriate language and vocabulary to describe the topic.</li> <li>e. attempts a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of Standard English.</li> <li>f. provides a concluding statement or section.</li> </ol>	<p>Writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>a. states a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) to aid comprehension.</li> <li>b. develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience.</li> <li>c. uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. establishes a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</li> <li>f. provides a concluding statement or section that supports the information or explanation presented.</li> </ol>
Proficient	Highly Proficient
<p>Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>a. introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.</li> <li>b. develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. establishes and maintains a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>	<p>Writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>a. clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.</li> <li>b. thoroughly develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. consistently and effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. uses precise language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic.</li> <li>e. establishes and maintains a rhetorically effective formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>f. provides an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>