



HANDOUT 3.4.1 – Your Turn

Writing Learning Goals in Language Students Can Understand

Directions: Write one or more of these learning goals in language that is understandable to your students. Then meet as a group to share and discuss how you worded the learning goals. What are some differences you see in the language you can use at different grade levels?

Writing Grades K–5 Learning Goals: Text Types and Purposes

1. Students can introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Students can provide logically ordered reasons that are supported by facts and details.
3. Students can link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
4. Students can provide a concluding statement or section related to the opinion presented.

Writing Grades 6–8 Learning Goals: Text Types and Purposes

1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
4. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
5. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
6. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.



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