

8th Grade ELA Timeline

Macon County 2017-2018

1st Term

| Standard | New Standard | Learning Target | Resources |
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| | <p>8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.</p> | <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.</p> | |
| | <p>8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p> | <p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p> | |
| | <p>8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension</p> | <p>I can acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | |

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| | or expression. | | |
| | 8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. | I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. | |
| | 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence | I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence | |
| | 8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary | I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary | |
| | 8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary | I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary. | |
| | 8.RL.CS.4 | I can determine the meaning of words and phrases as | |

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| | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies | they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies | |
| | 8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts. | I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts. | |
| | 8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style | I can compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | |
| | 8.RI.CS.5 Analyze in detail the structure of a specific paragraph | I can analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept. | |

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| | or section in a text, including the role of particular sentences in developing and refining a key concept. | | |
| | 8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors | I can analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors | |
| | 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea | I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea | |
| | 8.SL.CC.2 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly | I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly | |
| | 8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest. | I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest. | |

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| | <p>8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> | <p>I can write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> | |
| | <p>8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | <p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | |
| | <p>8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for</p> | <p>I can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> | |

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| | conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | | |
| | 8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation | I can use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| | 8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced | I can support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced | |

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| | 8.W.RW.10 write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences | I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences | |
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2nd Term

| Standard | Learning Target | Resources |
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| 8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage | I can demonstrate command of the conventions of standard English grammar and usage. | |
| 8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style | I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style | |
| 8.L.KL.3 when writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context. | I can when writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context. | |
| 8.L.VAU.4 determine or clarify the meaning of | I can determine or clarify the meaning of unknown and | |

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| <p>unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</p> | <p>multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</p> | |
| <p>8.L.VAU.6 acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> | <p>I can acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> | |
| <p>8.RL.KID.2 determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary</p> | <p>I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary</p> | |
| <p>8.RI.KID.2 determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.</p> | <p>I can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.</p> | |
| <p>8.RL.CS.4 determine the meaning of words and phrases as they are used in a text, including figurative and</p> | <p>I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts,</p> | |

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| <p>connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies</p> | <p>repetition of words and phrases, and analogies</p> | |
| <p>8.RI.CS.4 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts</p> | <p>I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts</p> | |
| <p>8.RI.IKI.8 delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound</p> | <p>I can delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound</p> | |
| <p>8.SL.CC.1 initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> | <p>I can initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> | |
| <p>8.SL.CC.2 analyze the purpose of information presented in diverse media formats; evaluate the motives,</p> | <p>I can analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation</p> | |

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| such as social, commercial, and political, behind its presentation | | |
| 8.SL.CC.3 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced. | I can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced. | |
| 8.SL.PKI.6 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | |
| 8.W.TTP.1 write arguments to support claims with clear reasons and relevant evidence | I can write arguments to support claims with clear reasons and relevant evidence | |
| 8.W.TTP.3 write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. | I can write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. | |
| 8.W.PDW.4 produce clear and coherent writing in which the development, organization, and style are appropriate to task, | I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | |

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| <p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | | |
| <p>8.W.PDW.5 with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> | <p>I can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> | |
| <p>8.W.PDW.6 use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p> | <p>I can use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p> | |
| <p>8.W.RBPK.8 use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard</p> | <p>I can use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p> | |

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| format for citation | | |
| 8.W.RBPK.9 support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced | I can support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced | |
| 8.W.RW.10 write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | |

3rd Term

| Standard | Learning Target | Resources |
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| 8.L.CSE.1 demonstrate command of the conventions of standard English grammar and usage | I can demonstrate command of the conventions of standard English grammar and usage | |
| 8.L.CSE.2 demonstrate command of the | I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style | |

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| conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style | | |
| 8.L.VAU.6 | I can acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| 8.RL.KID.1 | I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. | |
| 8.RI.KID.1 | I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence | |
| 8.RL.KID.3 | I can analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision | |
| 8.RI.KID.3 | I can analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text. | |
| 8.RL.CS.4 | I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies | |
| 8.RI.CS.4 | I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts | |
| 8.RL.CS.6 | I can analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or | |

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| | dramatic irony | |
| 8.RI.CS.6 | I can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | |
| 8.RL.IKI.9 | I can analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew | |
| 8.RI.IKI.9 | I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation | |
| 8.SL.CC.1 | I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly | |
| 8.SL.CC.3 | I can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced | |
| 8.SL.PKI.4 | I can present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation | |
| 8.SL.PKI.5 | I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest | |
| 8.W.TTP.1 | I can write arguments to support claims with clear reasons and relevant evidence | |
| 8.W.TTP.2 | I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content | |
| 8.W.PDW.4 | I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | |
| 8.W.PDW.5 | I can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | |
| 8.W.PDW.6 | I can use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3. | |
| 8.W.RW.10 | I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences | |

4th Term

| Standard | Learning Target | Resources |
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| 8.L.CSE.1 demonstrate command of the conventions of standard English grammar and usage | I can demonstrate command of the conventions of standard English grammar and usage | |
| 8.L.CSE.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style | I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style | |
| 8.L.VAU.5 when reading, listening, writing, and speaking, explain the function of | I can when reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively | |

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| <p>figurative language, word relationships, and connotation/denotation and use them correctly and effectively</p> | | |
| <p>8.L.VAU.6 acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>I can acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | |
| <p>8.RL.CS.4 determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on</p> | <p>I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies</p> | |

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| <p>meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies</p> | | |
| <p>8.RI.CS.4 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.</p> | <p>I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.</p> | |
| <p>8.RL.RRTC.1 read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently</p> | <p>I can read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently</p> | |
| <p>8.</p> | <p>I can read and comprehend a variety of literary nonfiction at the high</p> | |

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| <p>RI.RRTC.10read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently</p> | <p>end of the grades 6-8 text complexity band independently and proficiently.</p> | |
| <p>8.SL.CC.1 prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> | <p>I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> | |
| <p>8.SL.PKI.4 present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen</p> | <p>I can present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> | |

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| <p>details; use appropriate eye contact, adequate volume, and clear pronunciation</p> | | |
| <p>8.W.TTP.2 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> | <p>I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> | |
| <p>8.W.PDW.4 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | <p>I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | |
| <p>8.W.PDW.5 with some</p> | <p>I can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p> | |

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| <p>guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> | <p>rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> | |
| <p>8.W.PDW.6 use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information</p> | <p>I can use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p> | |

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| <p>and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p> | | |
| <p>8.W.RBPK.7 conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> | <p>I can conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> | |
| <p>8.W.RW.10 write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> | |

