**CCSS ELA Writing (Part 1)**

**Text Types and Purposes & Production and Distribution of Writing Continuum (5-7)**

Coding: **Boldface** = New learning *Italics* = Same learning from previous grade level(s)Highlighted = Power Standard

**CCSS note on range and content in student writing:** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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| **Code** | **5** | **6** | **7** |
| **Text Types and Purposes1**  **1 These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.** | | | |
| **W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts,**  **using valid reasoning and relevant and sufficient evidence.** | | | |
| **W.1** | W.5.1 *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*   1. *Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are* **logically** *grouped to support the writer’s purpose.* 2. *Provide* **logically ordered** *reasons that are supported by facts and details.* 3. *Link opinion and reasons using words, phrases,* **and clauses (e.g., consequently, specifically)**. 4. *Provide a concluding statement or section related to the opinion presented.* | W.6.1. *Write* **arguments to** *support* **claims with clear** *reasons* **and relevant****evidence**.   1. *Introduce* **claim(s)** *and organize the reasons* **and evidence clearly.** 2. **Support claim(s) with clear** *reasons* **and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** 3. *Use words, phrases,* **and clauses to clarify the relationships among claim(s)** *and reasons.* 4. **Establish and maintain a formal** **style.** 5. *Provide a concluding statement or section* **that follows from the argument** *presented*. | W.7.1. *Write arguments to support claims with clear reasons and relevant evidence.*   1. *Introduce claim(s),* **acknowledge alternate or opposing claims**, *and organize the reasons and evidence logically.* 2. *Support claim(s) with logical reasoning and relevant evidence, using* **accurate,** *credible sources and demonstrating an understanding of the topic or text.* 3. *Use words, phrases, and clauses to* **create cohesion** *and clarify the relationships among claim(s), reasons****,* and evidence.** 4. *Establish and maintain a formal style.* 5. *Provide a concluding statement or section that follows from* **and supports** *the argument presented.* |

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| **W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately**  **through the effective selection, organization, and analysis of content.** | | | |
| **W.2** | W.5.2 *Write informative/explanatory texts to examine a topic and convey ideas and information clearly*.   1. *Introduce a topic clearly,* **provide a general observation and focus,** *and group related information* **logically**; *include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.* 2. *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.* 3. *Link ideas within* **and across** *categories of information using words, phrases*, **and clauses (e.g., in contrast, especially).** 4. *Use precise language and domain-specific vocabulary to inform about or explain the topic.* 5. *Provide a concluding statement or section related to the information or explanation presented*. | W.6.2. *Write informative/explanatory texts to examine a topic and convey ideas,* **concepts***, and information* **through the selection, organization, and analysis of relevant content.**   1. *Introduce a topic*; **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. **Use appropriate transitions to clarify the relationships among ideas and concepts.** 4. *Use precise language and domain-specific vocabulary to inform about or explain the topic.* 5. **Establish and maintain a formal style.** 6. *Provide a concluding statement or section* **that follows from** *the information or explanation presented.* | W.7.2. *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*   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. *Use appropriate transitions to* **create cohesion and** *clarify the relationships among ideas and concepts.* 4. *Use precise language and domain-specific vocabulary to inform about or explain the topic.* 5. *Establish and maintain a formal style.* 6. *Provide a concluding statement or section that follows from* **and supports** *the information or explanation presented*. |

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| **W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique,**  **well-chosen details, and well-structured event sequences.** | | | |
| **W.3** | W.5.3 *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*   1. *Orient the reader by* *establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.* 2. *Use* **narrative techniques**, **such as** *dialogue, description,* **and pacing**, *to develop experiences and events or show the responses of characters to situations.* 3. *Use a variety of transitional words, phrases,* **and clauses** *to manage the sequence of events.* 4. *Use concrete words and phrases and sensory details to convey experiences and events precisely.* 5. *Provide a conclusion that follows from the narrated experiences or events.* | W.6.3. *Write narratives to develop real or imagined experiences or events using effective technique*, **relevant** *descriptive* *details, and* **well structured** *event* *sequences.*   1. **Engage and** *orient the reader by establishing* **a context** *and introducing a narrator and/or characters; organize an event sequence that unfolds naturally* **and logically**. 2. *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.* 3. *Use a variety of transition words, phrases, and clauses* **to convey sequence and signal shifts from one time frame or setting to another.** 4. *Use* **precise** *words and phrases,* **relevant descriptive** *details,* and *sensory* **language** *to convey experiences and events.* 5. *Provide a conclusion that follows from the narrated experiences or events.* | W.7.3. *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.*   1. *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.* 2. *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.* 3. *Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.* 4. *Use precise words and phrases, relevant descriptive details, and sensory language* **to capture the action** *and convey experiences and events.* 5. *Provide a conclusion that follows from* **and reflects on** *the narrated experiences or events.* |

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| **Production and Distribution of Writing** | | | |
| **W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | |
| **W.4** | W.5.4. *Produce clear and coherent writing in which the development and*  *organization are appropriate to task,*  *purpose, and audience.*  *(Grade-specific expectations for writing types are defined in* **W.5.1, W.5.2, W.5.3.**  *standards.)* | W.6.4. *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* **W.6.1, W.6.2, W.6.3.**  *standards.)* | W.7.4. *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* **W.7.1, W.7.2, W.7.3.**  *standards.)* |
| **W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | | | |
| **W.5** | W.5.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,* **rewriting, or trying a****new approach.** | W.6.5. *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.* | W.7.5. *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.** |
| **W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** | | | |
| **W.6** | W.5.6. *With some guidance and support*  *from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate*  *sufficient command of keyboarding skills to type a minimum of* **two** *pages in a single sitting.* | W.6.6. *Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type minimum of* **three** *pages in a single sitting.* | W.7.6. *Use technology, including the Internet, to produce and publish writing* **and link to and****cite sources** *as well as*  *to interact and collaborate with others,* **including****linking to and citing****sources.** |