**CCSS ELA Writing (Part 2)**

**Research to Build and Present Knowledge & Range 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** |
| **Research to Build and Present Knowledge** | | | |
| **W.CCR.7 Conduct short as well as more sustained research projects based on focused questions,**  **demonstrating understanding of the subject under investigation.** | | | |
| **W.7** | W.5.7. *Conduct short research projects that* **use several sources to**  *build knowledge through investigation of different aspects of a topic.* | W.6.7. *Conduct short research projects* **to**  **answer a question, drawing on** *several*  *sources* **and refocusing** *the inquiry* **when appropriate**. | W.7.7. *Conduct short research projects to*  *answer a question, drawing on several sources* **and generating additional related,****focused questions for further** *research and*  *investigation***.** |
| **W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source,**  **and integrate the information while avoiding plagiarism.** | | | |
| **W.8** | W.5.8. *Recall relevant information from*  *experiences or gather relevant information from print and digital sources;* **summarize or****paraphrase** *information in notes* **and finished**  **work,** *and provide a list of sources.* | W.6.8. *Gather relevant information from*  **multiple** *print and digital sources***; assess**  **the credibility of each** *source***; and quote or** *paraphrase* **the data and conclusions of**  **others while avoiding plagiarism and**  *providing* **basic bibliographic information** *for**sources***.** | W.7.8. *Gather relevant information from multiple*  *print and digital sources,* **using search terms**  **effectively**; *assess the credibility* **and accuracy**  *of each source; and quote or paraphrase the*  *data and conclusions of others while avoiding*  *plagiarism* **and following a standard format for citation.** |

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| **W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** | | | |
| **W.9** | W.5.9. *Draw evidence from literary or*  *informational texts to support analysis, reflection, and research.*   1. *Apply* **grade 5** *Reading standards to literature (e.g.,* **“Compare and contrast two or more** *characters, settings, or events in a story or a drama***,** *drawing on specific details in the text* **[e.g., how characters interact]”).** 2. *Apply* **grade 5** *Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text,* **identifying which** *reasons and evidence support* **which point[s]”).** | W.6.9. *Draw evidence from literary or*  *informational texts to support analysis,*  *reflection, and research.*   1. *Apply* **grade 6** *Reading standards to literature* **(e.g., “***Compare and contrast* **texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).** 2. *Apply* **grade 6** *Reading standards to* **literary nonfiction\*** (**e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).**   (\*Note: For grades 4 – 5, the term “informational texts” is used rather than “literary nonfiction”.) | W.7.9. *Draw evidence from literary or*  *informational texts to support analysis, reflection, and research.*   1. *Apply* **grade 7** *Reading standards to literature* **(e.g., “***Compare and contrast* **a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).** 2. *Apply* **grade 7** *Reading standards to literary nonfiction* **(e.g. “***Trace and evaluate the argument and specific claims in a text,* **assessing whether the** *reasoning* **is sound and the** *evidence* **is relevant and sufficient to support the** *claims***”).** |
| **Range of Writing** | | | |
| **W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision)**  **and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | | | |
| **W.10** | W.5.10 *Write routinely over extended time frames (time for research,*  *reflection, and revision) and shorter time frames (a single sitting or a day*  *or two) for a range of discipline-specific tasks, purposes, and audiences.* | W.6.10. *Write routinely over extended time frames (time for research, reflection,*  *and revision) and shorter time frames*  *(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.* | W.7.10. *Write routinely over extended time*  *frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.* |