**CCSS ELA Writing (Part 1)**

**Text Types and Purposes & Production and Distribution of Writing Continuum (8-12)**

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** | **8** | **9-10** | **11-12** |
| **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.8.1. *Write arguments to support claims with clear reasons and relevant evidence.*1. *Introduce claim(s),* *acknowledge* **and distinguish** *the claim(s) from 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),* **counterclaims**, *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.*
 | W.9-10.1. *Write arguments to support claims* **in an analysis****of substantive topics or texts***, using* **valid** *reasoning**and relevant* **and sufficient** *evidence.*1. *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***.**
2. **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.**
3. *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.*
4. *Establish and maintain a* *formal style* **and objective** **tone while attending to the** **norms and conventions of** **the discipline in which they** **are writing.**
5. *Provide a concluding* *statement or section that* *follows from and supports the* *argument presented.*
 | W.11-12.1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*1. *Introduce precise,* **knowledgeable** *claim(s),* **establish the significance of** *the claim(s), distinguish the* *claim(s) from alternate or* *opposing claims, and create an organization that logically* **sequences** *claim(s), counterclaims, reasons, and evidence.*
2. *Develop claim(s) and* *counterclaims fairly* **and** **thoroughly,** *supplying* **the most relevant** *evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns,* **values, and possible biases**.
3. *Use words, phrases, and clauses* **as well as varied****syntax** *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.*
4. *Establish and maintain a formal* *style and objective tone while* *attending to the norms and* *conventions of the discipline in which they are writing.*
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.8.2. *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* **into broader categories**; *include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
2. *Develop the topic with relevant,* **well-chosen** *facts, definitions, concrete details, quotations, or other information and examples.*
3. *Use appropriate* **and varied** *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.*
 | W.9-10.2. *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.*1. *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.*
2. *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.**
3. *Use appropriate and varied transitions* **to link the major sections of the text,** *create cohesion, and clarify the relationships among* **complex** *ideas and concepts.*
4. *Use precise language and domain-specific vocabulary to* **manage the complexity of** *the topic.*
5. *Establish and maintain a formal style* **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
6. *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).**
 | W.11-12.2. *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.*1. *Introduce a topic; organize complex ideas, concepts, and information* **so that each new element builds on that which precedes it to create a unified whole**; *include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*
2. *Develop the topic* **thoroughly by selecting the most significant** *and relevant facts*, *extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.*
3. *Use appropriate and varied transitions* **and syntax** *to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
4. *Use precise language, domain specific vocabulary,* **and techniques such as metaphor, simile, and analogy** *to manage the complexity of the topic.*
5. *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
6. *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).*
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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.8.3. *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 an logically.*
2. *Use narrative techniques, such as dialogue, pacing, description,* **and reflection,** *to develop experiences, events, and/or characters.*
3. *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another,* **and show the relationships among experiences and events.**
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.*
 | W.9-10.3. *Write narratives to develop real or imagined experiences or events using effective technique*, **well chosen** *details, and well structured event sequences.*1. *Engage and orient the reader by* **setting out a problem, situation, or observation,** *establishing one* **or multiple** *point***(s)** *of view, and introducing a narrator and/or characters;* **create a smooth progression of experiences or** e*vents*.
2. *Use narrative techniques, such as dialogue, pacing, description, reflection,* **and multiple plot lines**, *to develop experiences, events, and/or characters.*
3. *Use a variety of techniques to sequence events* **so that they build on one another to create a coherent whole.**
4. *Use precise words and phrases*, **telling** *details, and sensory language to convey* **a vivid picture** *of the experiences, events*, **setting, and/or characters.**
5. *Provide a conclusion that follows from and reflects on what is experienced,* **observed, or resolved over the course of** *the narrative***.**
 | W.11-12.3. *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*1. *Engage and orient the reader by setting out a problem, situation, or observation* **and its significance,** *establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
2. *Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*
3. *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole* **and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**
4. *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*
5. *Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*
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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.8.4. *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.8.1, W.8.2, W.8.3.***standards.)* | W.9-10.4. *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.9-10.1, W.9-10.2, W.9-10.3.** *standards.)* | W.11-12.4. *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.11-12.1, W.11-12.2,****W.11-12.3.** *standards.)* |
| **W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| **W.5** | W.8.5. *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.9-10.5*. Develop and strengthen writing as needed by planning, revising, editing,**rewriting, or trying a new approach, focusing on* **addressing what is most****significant for a specific** *purpose and audience*. | W.11-12.5. *Develop and strengthen writing as needed by planning, revising, editing,**rewriting, or trying a new approach, focusing on addressing what is most**significant for a specific purpose and audience.* |
| **W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** |
| **W.6** | W.8.6. *Use technology, including the Internet, to produce and publish**writing* **and present the relationships between information and ideas****efficiently** *as well as to interact and collaborate with others.* | W.9-10.6. *Use technology, including the Internet, to produce, publish,* **and update****individual or shared writing products, taking advantage of** *technology’s* **capacity to** *link to* **other** *information* **and to display i***nformation* **flexibly and dynamically.** | W.11-12.6. *Use technology, including the Internet, to produce, publish, and update**individual or shared writing products* **in response to****ongoing feedback, including****new arguments or** *information***.** |