**CCSS ELA Writing (Part 2)**

**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** |
| **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.8.7. *Conduct short research projects to answer a question* **(including a self-generated****question),** *drawing on several sources and generating additional related, focused questions* **that allow for multiple****avenues** *of exploration*. | W.9-10.7. *Conduct short* **as well as more sustained** *research projects to answer**a question (including a self-generated question)* **or****solve a problem; narrow or****broaden** *the inquiry* **when appropriate; synthesize** *multiple sources* **on the subject, demonstrating understanding of the subject** *under investigation***.** | W.11-12.7. *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under 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.8.8. *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.* | W.9-10.8. *Gather relevant information from multiple* **authoritative** *print and digital sources, using* **advanced** *searches effectively; assess**the* **usefulness of each***source* **in answering the research question**; **integrate** *information* **into the text selectively to maintain the flow of ideas,** *avoiding plagiarism and following a standard format for citation.* | W.11-12.8. *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the* **strengths and****limitations** *of each source* **in terms of the task,****purpose, and audience;** *integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism* **and overreliance****on any one source** *and following a standard format for citation.* |

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| **Code** | **8** | **9-10** | **11-12** |
| **W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** |
| **W.9** | W.8.9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*1. *Apply* **grade 8** *Reading* *standards to literature* **(e.g., “Analyze how a** **modern work of fiction** **draws on themes, patterns** **of events, or character** **types from myths,** **traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).**
2. *Apply* **grade 8** *Reading standards to literary nonfiction* **(e.g., “Delineate** *and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;* **recognize when irrelevant** *evidence* **is introduced”).**
 | W.9-10.9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*1. *Apply* **grades 9–10** *Reading* *standards to literature* **(e.g.,** **“***Analyze how* **an author** **draws on and transforms** **source material in a** **specific work [e.g., how** **Shakespeare treats a theme** **or topic from Ovid or the** **Bible or how a later author** **draws on a play by** **Shakespeare]”).**
2. *Apply* **grades 9–10** *Reading* *standards to literary* *nonfiction* **(e.g., “***Delineate* *and evaluate the argument* *and specific claims in a text,* *assessing whether the* *reasoning is* **valid** *and the* *evidence is relevant and* *sufficient***; identify false** **statements and fallacious** *reasoning***”).**
 | W.11-12.9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*1. *Apply* **grades 11–12** *Reading standards to literature* **(e.g., “Demonstrate knowledge of eighteenth-, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).**
2. *Apply* **grades 11–12** *Reading standards to literary nonfiction* **(e.g., “***Delineate and evaluate the reasoning* **in seminal U.S. texts,****including the application****of constitutional principles****and use of legal** *reasoning* **[e.g., in U.S. Supreme****Court Case majority****opinions and dissents]****and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).**
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| **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.8.10. *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.9-10.10. *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.11-12.10. *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.* |