

**Note:** The grade level is identified in the first column. When applicable, up to four grades can be on each step. The initial grade-level standard is in regular text. The Standard for the grade above it has [brackets]. The Standard for two grades above the initial grade is in blue text.

<p><b>9–10, [11–12]</b></p>	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions [and that each new element builds on that which precedes it to a unified whole]; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic [thoroughly] with well-chosen, relevant, and sufficient facts [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.</li> <li>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.</li> <li>Use precise language and domain-specific vocabulary [and techniques such as metaphor, simile, and analogy] to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
<p><b>6, [7], 8</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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; <b>into broader categories</b> include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, <b>well-chosen</b> facts, definition, concrete details, quotations, or other information and examples.</li> <li>Use appropriate <b>and varied</b> transition to <b>[create cohesion]</b> and clarify relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from <b>[and supports the]</b> information or explanation presented.</li> </ol>
<p><b>3, [4], 5</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic [clearly] and <b>provide a general observation and focus, and group related information together logically</b>; [in paragraphs and sections, include formatting (e.g., headings)]; include illustrations when useful to aiding comprehension, [and multimedia when useful to aiding comprehension].</li> <li>Develop the topic with facts, definitions, and [concrete] details, [quotations, or other information and examples related to the topic].</li> <li>Using linking words [Link ideas] and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within [and across] categories of information [using words and phrases (e.g., <i>another, for example, also, because</i>)] and <b>clauses (e.g., in contrast, especially)</b>.</li> <li>Provide a concluding statement or section <b>[related to the information or explanation presented]</b>.</li> </ol>
<p><b>1, [2]</b></p>	<p>Write informative/explanatory texts in which they name [introduce] a topic, supply some facts [use facts and definitions to develop points] about the topic, and provide some sense of closure [a concluding statement or section].</p>
<p><b>K</b></p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p><b>Grade Standard</b></p>	<p><b>CCR Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p><b>Text Types and Purposes Standard 2</b></p>	

<p><b>9–10, [11–12]</b></p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise [knowledgeable] claim(s), [establish the significance of the claims], distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence, [and that logically sequences claim(s), counterclaims, reasons and evidence].</li> <li>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 and concerns, [values and possible biases].</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<p><b>6, [7], 8</b></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) [acknowledge alternate or opposing claims], and organize the reasons and evidence clearly [logically].</li> <li>Support claim(s) with clear [logical] reasons and relevant evidence, using [accurate], credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to [create cohesion and] clarify the relationships among claim(s), counterclaims, and reasons [and evidence].</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from [and supports] the argument presented.</li> </ol>
<p><b>3, [4], 5</b></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons [and information].</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons, [and in which related ideas are logically grouped to support the writer’s purpose].</li> <li>Provide logically ordered reasons that are supported by opinion [facts and details].</li> <li>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. [Link opinions and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>), and clauses (e.g., <i>consequently, specifically</i>).</li> <li>Provide a concluding statement or section [related to the opinion presented].</li> </ol>
<p><b>2</b></p>	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p><b>1</b></p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p><b>K</b></p>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>
<p><b>Grade Standard</b></p>	<p><b>CCR Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

**Text Types and Purposes Standard 1**

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**Writing Standards K–12 (W)**