

## Text Types and Purposes

**CCR Anchor Standard 1. "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA K-5	W.K.24. 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> ) [W.K.1]	W.1.24. 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. [W.1.1] a. Write simple poems addressing a topic.	W.2.22. 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 [W.2.1] a. Write free verse poetry to express ideas.	W.3.22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1] a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons [W.3.1a] b. Provide reasons that support the opinion. [W.3.1b] c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons. [W.3.1c] d. Provide a concluding statement or section. [W.3.1d]	W.4.22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1] a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. [W.4.1a] b. Provide reasons that are supported by facts and details. [W.4.1b] c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ). [W.4.1c] d. Provide a concluding statement or section related to the opinion presented. [W.4.1d]	W.5.22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1] a. 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. [W.5.1a] b. Provide logically ordered reasons that are supported by facts and details. [W.5.1b] c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ). [W.5.1c] d. Provide a concluding statement or section related to the opinion presented. [W.5.1d]
ELA 6-12	Grade 6 W.6.21. Write arguments to support claims with clear reasons and relevant evidence. [W.6.1] a. Introduce claim(s) and organize the reasons and evidence clearly. [W.6.1a] b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. [W.6.1b] c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. [W.6.1c] d. Establish and maintain a formal style. [W.6.1d] e. Provide a concluding statement or section that follows from the argument presented. [W.6.1e]	Grade 7 W.7.20. Write arguments to support claims with clear reasons & relevant evidence. [W.7.1] a. Introduce claim(s), acknowledge alternate or opposing claims, & organize the reasons & evidence logically. [W.7.1a] b. Support claim(s) with logical reasoning & relevant evidence, using accurate, credible sources & demonstrating an understanding of the topic or text. [W.7.1b] c. Use words, phrases, & clauses to create cohesion & clarify the relationships among claim(s), reasons, & evidence. [W.7.1c] d. Establish & maintain a formal style. [W.7.1d] e. Provide a concluding statement or section that follows from a& supports the argument presented.[W.7.1e]	Grade 8 W.8.20. Write arguments to support claims with clear reasons & relevant evidence. [W.8.1] a. Introduce claim(s), acknowledge & distinguish the claim(s) from alternate or opposing claims, & organize the reasons & evidence logically. [W.8.1a] b. Support claim(s) with logical reasoning & relevant evidence, using accurate, credible sources & demonstrating an understanding of the topic or text. [W.8.1b] c. Use words, phrases, & clauses to create cohesion & clarify the relationships among claim(s), reasons, & evidence. [W.8.1c] d. Establish & maintain a formal style. [W.8.1d] e. Provide a concluding statement or section that follows from a& supports the argument presented.[W.8.1e]	Grade 9 & Grade 10 W.9.20. & W.10.21. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning & relevant & sufficient evidence. [W.9-10.1] a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, & create an organization that establishes clear relationships among claims(s), counterclaims, reasons, & evidence. [W.9-10.1a] b. Develop claim(s) & counterclaims fairly, supplying evidence for each while pointing out the strengths & limitations of both in a manner that anticipates the audience's knowledge level & concerns. [W.9-10.1b] c. Use words, phrases, a& clauses to link the major sections of the text, create cohesion, & clarify the relationships between claim(s) & reasons, between reasons & evidence, and between claim(s) & counterclaims.[W.9-10.1c] d. Establish & maintain a formal style & objective tone while attending to the norms & conventions of the discipline in which they are writing. [W.9-10.1d] e. Provide a concluding statement or section that follows from & supports the argument presented. [W.9-10.1e]	Grade 11 & Grade 12 W.11.19. & W. 12.19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning & relevant & sufficient evidence. [W.11-12.1] a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, & create an organization that logically sequences claim(s), counterclaims, reasons, & evidence. [W.11-12.1a] b. Develop claim(s) & counterclaims fairly & thoroughly, supplying the most relevant evidence for each while pointing out the strengths & limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, & possible biases. [W.11-12.1b] c. Use words, phrases, & clauses as well as varied syntax to link the major sections of the text, create cohesion, & clarify the relationships between claim(s) & reasons, between reasons & evidence, & between claim(s) & reasons. [W.11-12.1c] d. Establish & maintain a formal style & objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d] e. Provide a concluding statement or section that follows from & supports the argument presented. [W.11-12.1e]	

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History/Social Studies/ Science/ Technical Subjects	Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
	<p>6-8.W.1. Write arguments focused on <i>discipline-specific</i> content.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge &amp; distinguish the claim(s) from alternate or opposing claims, &amp; organize the reasons &amp; evidence logically.</li> <li>Support claim(s) with logical reasoning &amp; relevant, accurate data &amp; evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, &amp; clauses to create cohesion &amp; clarify the relationships among claim(s).</li> <li>Establish &amp; maintain a formal style.</li> <li>Provide a concluding statement or section that follows from &amp; supports the argument presented.</li> </ol>	<p>9-10.W.1. Write arguments focuses on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s); distinguish the claim(s) from alternate or opposing claims, &amp; create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, &amp; evidence.</li> <li>Develop claim(s) &amp; counterclaims fairly, supplying data &amp; evidence for each while pointing out the strengths &amp; limitations of both claim(s) &amp; counterclaims in a discipline-appropriate form a&amp; in a manner that anticipates the audience's knowledge level &amp; concerns.</li> <li>Use words, phrases, &amp; clauses to link the major sections of the text, create cohesion, &amp; clarify the relationships between claim(s) &amp; reasons, between claim(s) &amp; counterclaims.</li> <li>Establish &amp; maintain a formal style &amp; objective tone while attending to the norms &amp; conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>	<p>11-12.W.1. Write arguments focuses on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims&amp; create an organization that logically sequences the claim(s), counterclaims, reasons, &amp; evidence.</li> <li>Develop claim(s) &amp; counterclaims fairly &amp; thoroughly, supplying the most relevant data &amp; evidence for each while pointing out the strengths &amp; limitations of both claim(s) &amp; counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, &amp; possible biases.</li> <li>Use words, phrases, &amp; clauses as well as varied syntax to link the major sections of the text, create cohesion, &amp; clarify the relationships between claim(s) &amp; reasons, between reasons &amp; evidence, &amp; between claim(s) &amp; counterclaims.</li> <li>Establish &amp; maintain a formal style &amp; objective tone while attending to the norms &amp; conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>

**Text Types and Purposes**

**CCR Anchor Standard 2. "Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content."**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA K-5	W.K.25. Use a combination of drawing, dictating & writing to compose informative or explanatory texts in which they name what they are writing about & supply some information about the topic. [W.K.2]	W.1.25. Write informative or explanatory texts in which they name a topic, supply some facts about the topic, & provide some sense of closure. [W.1.2]	W.2.23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, & provide a concluding statement or section. [W.2.2]	W.3.23. Write informative or explanatory texts to examine a topic & convey ideas and information clearly. [W.3.2] a. Introduce a topic & group related information together; include illustrations when useful to aiding comprehension. [W.3.2a] b. Develop the topic with facts, definitions, & details. [W.3.2b] c. Use linking words & phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information. [W.3.2c] d. Provide a concluding statement or section [W.3.2d]	W.4.23. Write informative or explanatory texts to examine a topic & convey ideas and information clearly. [W.4.2] a. Introduce a topic clearly & group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, & multimedia when useful to aiding comprehension. [W.4.2a] b. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. [W.4.2b] c. Link ideas within categories of information using words & phrases (e.g., <i>another, for example, also, because</i> ). [W.4.2c] d. Use precise language & domain-specific vocabulary to inform about or explain the topic. [W.4.2d] e. Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]	W.5.23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2] a. 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. [W.5.2a] b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b] c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ). [W.5.2c] d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d] e. Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]

	Grade 6	Grade 7	Grade 8	Grade 9 & Grade 10	Grade 11 & Grade 12
ELA 6-12	W.6.22. Write informative or explanatory texts to examine a topic & convey ideas, concepts, and information through the selection, organization, & analysis of relevant content. [W.6.2] a. Introduce a topic; organize ideas, concepts, & information, using strategies such as definition, classification, comparison or contrast, & cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), & multimedia when useful to aiding comprehension. [W.6.2a] b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information & examples. [W.6.2b] c. Use appropriate transitions to clarify the relationships among ideas & concepts. [W.6.2c]	W.7.21. Write informative or explanatory texts to examine a topic concepts & information through the selection, organization, & analysis of relevant content. [W.7.2] a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, & information using strategies such as definition, classification, comparison or contrast, & cause & effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a] b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information & examples. [W.7.2b] c. Use appropriate transitions to create cohesion & clarify the relationships among ideas & concepts. [W.7.2c]	W.7.21. Write informative or explanatory texts to examine a topic concepts & information through the selection, organization, & analysis of relevant content. [W.7.2] a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, & information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a] b. Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information & examples. [W.8.2b] c. Use appropriate transitions to create cohesion & clarify the relationships among ideas & concepts. [W.7.82c] d. Use precise language & domain-specific vocabulary to inform about	W.9.21. & W.10.22. Write informative or explanatory texts to examine & convey complex ideas, concepts, & information clearly & accurately through the effective selection, organization, & analysis of content. [W.9-10.2] a. Introduce a topic; organize complex ideas, concepts, & information to make important connections & distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), & multimedia when useful to aiding comprehension. [W.9-10.2a] b. Develop the topic with well-chosen, relevant, & sufficient facts, extended definitions, concrete details, quotations, or other information & examples appropriate to the audience's knowledge of the topic. [W.9-10.2b] c. Use appropriate & varied transitions to link the major sections of the text, create cohesion, & clarify the relationships among complex ideas & concepts. [W.9-10.2c] d. Use precise language & domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]	W.11.20. & W.12.20. Write information or explanatory texts to examine & convey complex ideas, concepts, & information clearly & accurately through the effective selection, organization, & analysis of content. [W.11-12.2] a. Introduce a topic; organize complex ideas, concepts, & 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), & multimedia when useful to aiding comprehension. [W.11-12.2a] b. Develop the topic thoroughly by selecting the most significant & relevant facts, extended definitions, concrete details, quotations, or other information & examples appropriate to the audience's knowledge of the topic. [W.11-12.2b] c. Use appropriate & varied transitions & syntax to link the major sections of the text, create cohesion, & clarify the relationships among complex ideas & concepts. [W.11-12.2c] d. Use precise language, domain-specific vocabulary, & techniques such as metaphor, simile, & analogy to manage the complexity of the topic. [W.11-12.2d]

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<p>d. Use precise language &amp; domain-specific vocabulary to inform about or explain the topic. [W.6.2d]</p> <p>e. Establish &amp; maintain a formal style. [W.6.2e]</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented. [W.6.2f]</p>	<p>d. Use precise language &amp; domain-specific vocabulary to inform about or explain the topic. [W.7.2d]</p> <p>e. Establish &amp; maintain a formal style. [W.7.2e]</p> <p>f. Provide a concluding statement or section that follows from &amp; supports the information or explanation presented. [W.7.2f]</p>	<p>or explain the topic. [W.8.2d]</p> <p>e. Establish &amp; maintain a formal style. [W.8.2e]</p> <p>f. Provide a concluding statement or section that follows from &amp; supports the information or explanation presented. [W.8.2f]</p>	<p>e. Establish &amp; maintain a formal style &amp; objective tone while attending to the norms &amp; conventions of the discipline in which they are writing. [W.9-10.2e]</p> <p>f. Provide a concluding statement or section that follows from &amp; supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]</p>	<p>e. Establish &amp; maintain a formal style &amp; objective tone while attending to the norms &amp; conventions of the discipline in which they are writing. [W.11-12.2e]</p> <p>f. Provide a concluding statement or section that follows from &amp; supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]</p>
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	<b>Grades 6 - 8</b>	<b>Grades 9 - 10</b>	<b>Grades 11 - 12</b>
<b>History/Social Studies/ Science/Technical Subjects</b>	<p>W.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, &amp; information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), &amp; multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information &amp; examples.</p> <p>c. Use appropriate &amp; varied transitions to create cohesion &amp; clarify the relationships among ideas &amp; concepts.</p> <p>d. Use precise language &amp; domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish &amp; maintain a formal style &amp; objective tone.</p> <p>f. Provide a concluding statement or section that follows from &amp; supports the information or explanation presented.</p>	<p>W.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic &amp; organize ideas, concepts, &amp; information to make important connections &amp; distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), &amp; multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, &amp; sufficient facts, extended definitions, concrete details, quotations, or other information &amp; examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions &amp; sentence structures to link the major sections of the text, create cohesion, &amp; clarify the relationships among ideas &amp; concepts.</p> <p>d. Use precise language &amp; domain-specific vocabulary to manage the complexity of the topic &amp; convey a style appropriate to the discipline &amp; context as well as to the expertise of likely readers.</p> <p>e. Establish &amp; maintain a formal style &amp; objective tone while attending to the norms &amp; conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from &amp; supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>W.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic &amp; organize complex ideas, concepts, &amp; 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), &amp; multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant &amp; relevant facts, extended definitions, concrete details, quotations, or other information &amp; examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transition &amp; sentence structures to link the major sections of the text, create cohesion, &amp; clarify the relationships among complex ideas &amp; concepts.</p> <p>d. Use precise language, domain-specific vocabulary, &amp; techniques such as metaphor, simile, &amp; analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline &amp; context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from &amp; supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>

## Text Types and Purposes

**CCR Anchor Standard 3. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA K-5	W.K.26. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3]	W.1.26. Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]	W.2.24. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]	W.3.24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3] a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a] b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b] c. Use temporal words and phrases to signal event order. [W.3.3c] d. Provide a sense of closure. [W.3.3d]	W.4.24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3] a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.4.3a] b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b] c. Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c] d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d] e. Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]	W.5.24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.5.3] a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.5.3a] b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b] c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [W.5.3c] d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3d] e. Provide a conclusion that follows from the narrated experiences or events. [W.5.3e]
	Grade 6	Grade 7	Grade 8	Grade 9 & Grade 10	Grade 11 & Grade 12	
ELA 6-12	W.6.23. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence. [W.6.3] a. Engage & orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.6.3a] b. Use narrative techniques, such as dialogue, pacing, & description, to develop experiences, events, &/or characters. [W.6.3b] c. Use a variety of transition words, phrases, & clauses to convey sequence & signal shifts from one time frame or setting to another. [W.6.3c] d. Use precise words and phrases, relevant descriptive details, and	W.7.22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, & well-structured event sequences. [W.7.3] a. Engage and orient the reader by establishing a context & point of view & introducing a narrator, characters, or both; organize an event sequence that unfolds naturally & logically. [W.7.3a] b. Use narrative techniques, such as dialogue, pacing, & description, to develop experiences, events, &/or characters. [W.7.3b] c. Use a variety of transition words, phrases, & clauses to convey sequence & signal shifts from one time frame or setting to another. [W.7.3c] d. Use precise words & phrases, relevant descriptive details, & sensory language to capture the	W.8.22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3] a. Engage and orient the reader by establishing a context & point of view & introducing a narrator, characters, or both; organize an event sequence that unfolds naturally & logically. [W.8.3a] b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, &/or characters. [W.8.3b] c. 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 & events. [W.8.3c] d. Use precise words & phrases, relevant descriptive details, & sensory	W.9-10.22. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, & well-structured event sequences. [W.9-10.3] a. Engage & orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, & introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a] b. Use narrative techniques, such as dialogue, pacing, description, reflection, & multiple plot lines, to develop experiences, events &/or characters. [W.9-10.3b] c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c] d. Use precise words & phrases, telling details, & sensory language to convey a vivid picture of the experiences, events,	W.11.21. & W.12.21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, & well-structured event sequences. [W.11-12.3] a. Engage & orient the reader by setting out a problem, situation, or observation & its significance, establishing one or multiple point(s) of view, & introducing a narrator &/or characters; create a smooth progression of experiences or events. [W.11-12.3a] b. Use narrative techniques, such as dialogue, pacing, description, reflection, & multiple plot lines, to develop experiences, events, &/or characters. [W.11-12.3b] c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole & build toward a particular tone & outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c] d. Use precise words & phrases, telling details, & sensory language to convey a vivid picture of the experiences, events,	

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<p>sensory language to convey experiences and events. [W.6.3d] e. Provide a conclusion that follows from the narrated experiences or events. [W.6.3e]</p>	<p>action &amp; convey experiences &amp; events. [W.7.3d] e. Provide a conclusion that follows from &amp; reflects on the narrated experiences or events. [W.7.3e]</p>	<p>language to capture the action &amp; convey experiences &amp; events. [W.8.3d] e. Provide a conclusion that follows from &amp; reflects on the narrated experiences or events. [W.8.3e]</p>	<p>setting, &amp;/or characters. [W.9-10.3d] e. Provide a conclusion that follows from &amp; reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]</p>	<p>setting &amp;/or characters. [W.11-12.3d] e. Provide a conclusion that follows from &amp; reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]</p>
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	<b>Grades 6 - 8</b>	<b>Grades 9 - 10</b>	<b>Grades 11 - 12</b>
<b>History/Social Studies/ Science/Technical Subjects</b>	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)
	<p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so others can replicate them and (possibly) reach the same results.</p>		

**CCR Anchor Standard 4. "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience."**

<b>ELA K-5</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
				W.3.25. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.3.4]	W.4.25. 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 standards 22-24 above.) [W.4.4]	W.5.25. 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 standards 22-24 above.) [W.5.4]

<b>ELA 6-12</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	W.6.24. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.6.4]	W.7.23. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.7.4]	W.8.23. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.8.4]	W.9.23. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]	W.10.24. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.9-10.4]	W.11-12.22. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]	W.11-12.22. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]

<b>History/Social Studies/ Science/Technical Subjects</b>	<b>Grades 6 - 8</b>	<b>Grades 9 - 10</b>	<b>Grades 11 - 12</b>
	W.6-8.4. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience.	W.9-10.4. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience.	W.11-12.4. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience.

**CCR Anchor Standard 5. "Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach."**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>ELA K-5</b>	W.K.27. With guidance and support from adults, respond to questions & suggestions from peers & add details to strengthen writing as needed. [W.K.5]	W.1.27. With guidance & support from adults, focus on a topic, respond to questions & suggestions from peers, & add details to strengthen writing as needed. [W.1.5]	W.2.25. With guidance & support from adults & peers, focus on a topic & strengthen writing as needed by revising and editing. [W.2.5]	With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3) [W.3.5]	W.4.26. With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4) [W.4.5]	W.5.26. With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5). [W.5.5]

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>ELA 6-12</b>	W.6.24. With some guidance and support from peers & adults, develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-6.) [W.6.5]	W.7.24. With some guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose & audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.7.5]	W.8.24. With some guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose & audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]	W.9.24. Develop & 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 & audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]	W.10.25. Develop & 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 & audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.) [W.9-10.5]	W.11.23. Develop & 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 & audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11.) [W.11-12.5]	W.12.23. Develop & 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 & audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12.) [W.11-12.5]

	Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
<b>History/Social Studies Science/ Technical Subjects</b>	W.6-8.5. 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 address	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.

**CCR Anchor Standard 6. "Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>ELA K-5</b>	W.K.28. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]	W.1.28. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.1.6]	W.2.26. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]	W.3.27. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [W.3.6]	W.4.27. 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 one page in a single sitting. [W.4.6]	W.5.27. 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.5.6]

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>ELA 6-12</b>	W.6.26. Use technology, including the Internet, to produce and publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. [W.6.6]	W.7.25. Use technology, including the Internet, to produce & publish writing & link to & cite sources as well as to interact & collaborate with others, including linking to & citing sources. [W.7.6]	W.8.25. Use technology, including the Internet, to produce and publish writing & present the relationships between information & ideas efficiently as well as to interact & collaborate with others. [W.8.6]	W.9.25. Use technology, including the Internet, to produce, publish, & update individual or shared writing products, taking advantage of technology's capacity to link to other information & to display information flexibly & dynamically. [W.9-10.6]	W.10.26. Use technology, including the Internet, to produce, publish, & update individual or shared writing products, taking advantage of technology's capacity to link to other information & to display information flexibly & dynamically. [W.9-10.6]	W.11.24. Use technology, including the Internet, to produce, publish, * update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]	W.12.24. Use technology, including the Internet, to produce, publish, * update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]

	Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
<b>History/Social Studies/ Science/Technical Subjects</b>	W.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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 information 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.

## Research to Build and Present Knowledge

### CCR Anchor Standard 7. *"Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation."*

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA K-5	W.K.29. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7]	W.1.29. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instruction). [W.1.7]	W.2.27. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]	W.3.28. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.7]	W.4.28. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]	W.5.28. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ELA 6-12	W.6.27 Conduct short research projects to answer a question, drawing on several sources & refocusing the inquiry when appropriate. [W.6,7]	W.7.26. Conduct short research projects to answer a question, drawing on several sources & generating additional related, focused questions for further research & investigation. [W.7.7]	W.8.26. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources & generating additional related, focused questions that allow for multiple avenues of exploration. [W.8.7]	W.9.26. 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.9-10.7]	W.10.27. 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.9-10.7]	W.11.25. 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]	W.11.25. 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]

	Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
History/Social Studies/ Science/Technical Subjects	W.6-8.7. 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.

## Research to Build and Present Knowledge

**CCR Anchor Standard 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."**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>ELA K-5</b>	W.K.30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8]	W.1.30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]	W.2.28. Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]	W.3.29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]	W.4.29. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]	W.5.29. 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 list of sources. [W.5.8]

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>ELA 6-12</b>	W.6.28. Gather relevant information from multiple print & digital sources; assess the credibility of each source; & quote or paraphrase the data & conclusions of others while avoiding plagiarism & providing basic bibliographic information for sources. [W.6.8]	W.7.27. Gather relevant information from multiple print & digital sources, using search terms effectively; assess the credibility & accuracy of each source; & quote or paraphrase the data & conclusions of others while avoiding plagiarism & following a standard format for citation. [W.7.8]	W.8.27. Gather relevant information from multiple print & digital sources, using search terms effectively; assess the credibility & accuracy of each source; & quote or paraphrase the data & conclusions of others while avoiding plagiarism & following a standard format for citation. [W.8.8]	W.9.27. Gather relevant information from multiple authoritative print & 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 & following a standard format for citation. [W.9-10.8]	W.10.28. Gather relevant information from multiple authoritative print & 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 & following a standard format for citation. [W.9-10.8]	W.11.26. Gather relevant information from multiple authoritative print & digital sources, using advanced searches effectively; assess the strengths & limitations of each source in terms of the task, purpose, & audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & overreliance on any one source & following a standard format for citation. [W.11-12.8]	W.12.26. Gather relevant information from multiple authoritative print & digital sources, using advanced searches effectively; assess the strengths & limitations of each source in terms of the task, purpose, & audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & overreliance on any one source & following a standard format for citation. [W.11-12.8]

	Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
<b>History/Social Studies/ Science/Technical Subjects</b>	W.6-8.8. 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 specific 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.

**Research to Build and Present Knowledge**

**CCR Anchor Standard 9. "Draw evidence from literary or informational texts to support analysis, reflection, and research."**

ELA K-5	Grade K	Grade 1	Grade 2	Grade 3	Grade 4		Grade 5	
					<p>W.4.30. Draw evidence from literary or information texts to support analysis, reflection, and research. [W.4.9]</p> <p>a. Apply <i>Grade 4 Reading Standards</i> to literature (e.g., Describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text {e.g., a character's thoughts, words, or actions}). [W.4.9a]</p> <p>b. Apply <i>Grade 4 Reading Standards</i> to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text). [W.4.9b]</p>		<p>W.5.9. Draw evidence from literary or information texts to support analysis, reflection, and research. [W.5.9]</p> <p>a. Apply <i>Grade 5 Reading standards</i> to literature (e.g., compare and contrast two or more characters, setting, or events in a story or a drama, drawing on specific details in text [e.g., how characters interact]). [W.5.9a]</p> <p>b. Apply <i>Grade 5 Reading Standards</i> 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.5.9b]</p>	
ELA 6-12	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
	<p>W.6.29. Draw evidence from literary or informational texts to support analysis, reflection, &amp; research. [W.6.9]</p> <p>a. Apply <i>Grade 6 Reading standards</i> to literature (e.g., Compare a&amp; contrast texts in different forms or genres [e.g., stories &amp; poems; historical novels &amp; fantasy stories] in terms of their approaches to similar themes and topics). [W.6.9a]</p> <p>b. Apply <i>Grade 6 Reading standards</i> to literary nonfiction (e.g., Trace and evaluate the argument &amp; specific claims in a text, distinguishing claims that are supported by reasons &amp; evidence from claims that are not). [W.6.9b]</p>	<p>W.7.28. Draw evidence from literary or information texts to support analysis, reflection, &amp; research. [W.7.9]</p> <p>a. Apply <i>Grade 7 Reading standards</i> to literature (e.g., Compare &amp; contrast a fictional portrayal of a time, place or character &amp; a historical account of the same period as a means of understanding how authors of fiction use or alter history). [W.7.9a]</p> <p>b. Apply <i>Grade 7 Reading standards</i> to literary nonfiction (e.g., Trace &amp; evaluate the argument &amp; specific claims in a text, assess whether the reasoning is sound &amp; the evidence is relevant &amp; sufficient to support the claims). [W.7.9b]</p>	<p>W.8.28. Draw evidence from literary or information texts to support analysis, reflection, &amp; research. [W.8.9]</p> <p>a. Apply <i>Grade 8 Reading standards</i> 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.) [W.8.9a]</p> <p>b. Apply <i>Grade 8 Reading standards</i> to literature (e.g., Delineate &amp; evaluate the argument &amp; specific claims in a text, assessing whether the reasoning is sound &amp; the evident is relevant &amp; sufficient; recognize when irrelevant evidence is introduced). [W.8.9b]</p>	<p>W.9.28. Draw evidence from literary or informational text to support analysis, reflection, &amp; research. [W.9-10.9]</p> <p>a. Apply <i>Grade 9 Reading standards</i> to literature (e.g., Analyze how an author draws on &amp; 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]). [W.9-10.9a]</p> <p>b. Apply <i>Grade 9 Reading standards</i> to literary nonfiction (e.g., Delineate &amp; evaluate the argument &amp; specific claims in a text, assessing whether the reasoning is valid &amp; the evidence is relevant &amp; sufficient; identify false statements &amp; fallacious reasoning). [W.9-10.9b]</p>	<p>W.10.29. Draw evidence from literary or informational text to support analysis, reflection, &amp; research. [W.9-10.9]</p> <p>a. Apply <i>Grade 10 Reading standards</i> to literature (e.g., Analyze how an author draws on &amp; 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]). [W.9-10.9a]</p> <p>b. Apply <i>Grade 10 Reading standards</i> to literary nonfiction (e.g., Delineate &amp; evaluate the argument &amp; specific claims in a text, assessing whether the reasoning is valid &amp; the evidence is relevant &amp; sufficient; identify false statements &amp; fallacious reasoning). [W.9-10.9b]</p>	<p>W.11.27. Draw evidence from literary or informational texts to support analysis, reflection, &amp; research. [W.11-12.9]</p> <p>a. Apply <i>Grade 11 Reading Standards</i> to literature (e.g., Demonstrate knowledge of twentieth- &amp; twenty-first century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics). [W.11-12.9a]</p> <p>b. Apply <i>Grade 11 Reading standards</i> to literary nonfiction (e.g., Analyze seminal United States documents of historical &amp; literary significance [e.g., Roosevelt's Four Freedoms speech, King's Letter from a Birmingham Jail]). [W.11-12.9b]</p>	<p>W.12.27. Draw evidence from literary or informational texts to support analysis, reflection, &amp; research. [W.11-12.9]</p> <p>a. Apply <i>Grade 12 Reading Standards</i> to literature (e.g., Demonstrate knowledge of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics). [W.11-12.9]</p> <p>b. Apply <i>Grade 12 Reading standards</i> to literary nonfiction (e.g., Delineate &amp; evaluate the reasoning in seminal United States texts, including the application of constitutional principles &amp; use of legal reasoning [e.g., in United States Supreme Court Case majority opinions &amp; dissents] and the premises, purposes, &amp; arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]). [W.11-12.9b]</p>	
History/ Social Studies Science/ Technical Subjects	Grades 6 - 8			Grades 9 - 10		Grades 11 - 12		
	W.6-8.9. Draw evidence from information texts to support analysis, reflection, and research.			W.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.		W.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.		

## Range of Writing

**CCR Anchor Standard 10. "Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences."**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
ELA K-5				W.3.30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]	W.4.31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audience. [W.4.10]	W.5.31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audience. [W.5.10]

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ELA 6-12	W.6.30. Write routinely over extended time frames, including time for research, reflection, & revision, & shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, & audiences. [W.6.10]	W.7.29. Write routinely over extended time frames, including time for research, reflection, & revision, & shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, & audience. [W.7.10]	W.8.29. Write routinely over extended time frames, including time for research, reflection, & revision, & shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, & audiences. [W.8.10]	W.9.29. Write routinely over extended time frames, including time for research, reflection, & revision, & shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, & audiences. [W.9-10.10]	W.10.30. Write routinely over extended time frames, including time for research, reflection, & revision, & shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, & audiences. [W.9-10.10]	W.11.28. Write routinely over extended time frames, including time for research, reflection, & revision, & shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, & audiences. [W.11-12.10]	W.12.28. Write routinely over extended time frames, including time for research, reflection, & revision, & shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, & audiences. [W.11-12.10]

	Grades 6 - 8	Grades 9-10	Grades 11-12
History/ Social Studies/ Science/ Technical Subjects	W.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	W.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	W11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.