6th Grade	7th Grade	8th Grade	9th/10th Grade	11th/12th Grade
1. Write arguments to support claims with clear reasons and relevant evidence.	1. Write arguments to support claims with clear reasons and relevant evidence.	1. Write arguments to support claims with clear reasons and relevant evidence.	1. Write arguments to support claims **in an analysis of substantive topics or texts, using valid reasoning** and relevant and **sufficient** evidence.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Introduce claim(s) and organize the reasons and evidence clearly.	Introduce claim(s), **acknowledge alternate or opposing claims**, and organize the reasons and evidence **logically**.	Introduce claim(s), acknowledge and **distinguish the claim(s) from alternate or opposing claims**, and organize the reasons and evidence logically.	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**.	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.
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Support claim(s) with **logical** reasoning and relevant evidence, using **accurate**, credible sources and demonstrating an understanding of the topic or text.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**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.**	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**.
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Use words, phrases, and clauses to **create cohesion** and clarify the relationships among claim(s), reasons, and **evidence**.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), **counterclaims**, reasons, and evidence.	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**.	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.
Establish and maintain a formal style.	Establish and maintain a formal style.	Establish and maintain a formal style.	Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing**.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Provide a concluding statement or section that follows from the argument presented.	Provide a concluding statement or section that follows from **and supports** the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.	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)**.	Provide a concluding statement or section that follows from and supports the argument presented.

6th Grade	7th Grade	8th Grade	9th/10th Grade	11th/12th Grade
2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	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.	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.
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	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; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	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.	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.	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.
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant, **well-chosen** facts, definitions, concrete details, quotations, or other information and examples.	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**.	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.
Use appropriate transitions to clarify the relationships among ideas and concepts.	Use appropriate transitions to **create cohesion** and clarify the relationships among ideas and concepts.	Use appropriate **and varied** transitions to create cohesion and clarify the relationships among ideas and concepts.	Use appropriate and varied transitions to **link the major sections of the text**, create cohesion, and clarify the relationships among **complex** ideas and concepts.	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.
Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use precise language and domain-specific vocabulary to **manage the complexity of** the topic.	Use precise language, domain-specific vocabulary, **and techniques such as metaphor, simile, and analogy** to manage the complexity of the topic.
Establish and maintain a formal style.	Establish and maintain a formal style.	Establish and maintain a formal style.	Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing**.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(continues)

6th Grade	7th Grade	8th Grade	9th/10th Grade	11th/12th Grade
Provide a concluding statement or section that follows from the information or explanation presented.	Provide a concluding statement or section that follows from **and supports** the information or explanation presented.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	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**).	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).
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, **well-chosen** details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	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 and logically.	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 and logically.	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 events**.	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.
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, **and reflection**, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, reflection, **and multiple plot lines**, to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	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**.	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**	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)**.
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Use precise words and phrases, relevant descriptive details, and sensory language **to capture the action** and convey experiences and events.	Use precise words and phrases, relevant descriptive details, **and sensory language** to capture the action and convey experiences and events.	Use precise words and phrases, **telling** details, and sensory language **to convey a vivid picture** of the experiences, events, setting, and/or characters.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Provide a conclusion that follows from the narrated experiences or events.	Provide a conclusion that follows from **and reflects on** the narrated experiences or events.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Provide a conclusion that follows from and reflects on **what is experienced, observed, or resolved over the course of the narrative**.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

(continues)

6th Grade	7th Grade	8th Grade	9th/10th Grade	11th/12th Grade
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 standards 1–3 above.)	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 standards 1–3 above.)	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 standards 1–3 above.)	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 standards 1–3 above.)	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 standards 1–3 above.)
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.	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**.	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.	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**.	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.
6. 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 three pages in a single sitting.	6. Use technology, including the Internet, to produce and publish writing and **link to and cite sources** as well as to interact and collaborate with others, **including linking to and citing sources**.	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.	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**.	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**.
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and **generating additional related, focused questions for further research and investigation**.	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**.	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**.	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.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	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**.	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.	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.	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.

6th Grade	7th Grade	8th Grade	9th/10th Grade	11th/12th Grade
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	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").	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]").	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").
Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, **assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims**").	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**").	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**").	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]**").
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.	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.	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.	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.	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.