Standards for English Language Arts & Literacy

Resources to Support Writing

Grades K–12

elevated achievement GROUP

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Introduction

When the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects were adopted in 2010, their stated purpose was to provide a set of standards for the states to use in supporting all students to be college and career ready in literacy no later than the end of high school. These K–12 standards were developed out of the recognition of the value for consistent, real-world learning goals, and the need for all students, regardless of where they go to school, to be prepared for college, career, and life. (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a)

College and Career Ready

Built on the foundation of previous work by the states, researchers, and other international models, these standards lay out a vision of what it means to be a successful and literate person in the 21st Century.

> "It is true that the future will be full of jobs that do not exist now and challenges we cannot even imagine yet, never mind anticipate accurately. But, whatever those challenges turn out to be, I can guarantee you that they will not be met by people without strong quantitative skills, people who cannot construct a sound argument, people who know little of history or geography or economics, people who cannot write well." (Tucker, 2013)

They define the skills and understandings that students need to have and be able to demonstrate in the classroom and then transfer into college and the workplace. In other words, college and career ready students will need to:

- Readily undertake close reading of all types of text.
- Habitually perform critical reading that is necessary when pulling evidence from large amounts of information.
- Actively seek wide, deep, and thoughtful engagement with high quality texts.
- Reflexively demonstrate cogent reasoning and use of evidence.

(National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a)

Fewer, Higher, Clearer

The goal to have a common set of standards is not new. Educators have wrestled for decades with the idea with various efforts being abandoned due to process, politics, and ideological wars. In order to avoid previous pitfalls, the authors of the standards adopted the mantra, "fewer, clearer, higher." (Rothman, 2011)

> **"I think these standards have the potential to lead the parade in a different direction: toward taking as evidence of your reading ability not your score on a specific skill test—but the ability to use the information you gain from reading, the fruits of your labor, to apply to some new situation or problem or project."**
>
> *— P. David Pearson, University of California–Berkley*

Fewer—narrowing the scope of content in each grade to a set of skills and understandings that lead to a set of college and career readiness standards

Clearer—the specific, coherent, and progressive development of skills based on how students' literacy knowledge, skill, and understanding develop over time

Higher—designed to be as high as the highest state standards and internationally benchmarks, as well as articulating the literacy requirements in history/social studies, science, and technical subjects

When determining the specific knowledge and skills, the authors utilized research about the essentials needed for post-secondary success. To ensure these standards were as high as the highest performing nations, they used international benchmarks as their guide. The believed this process would lead to a leaner, more-focused set of standards that could effectively drive policy and practice. (Rothman, 2011)

Efficient Structure and Organization

At first glance, the notion that these standards are fewer in number compared to the previous state-specific standards may seem misleading. However, a key design consideration was focus on results rather than means with the ultimate being career and college ready students. If a skill or topic did not meet this criteria, it was not included in these standards, thus culling out anything that was not necessary. Then these essentials were carefully organized into a structure that is patterned, parallel, and progressive from kindergarten to high school.

The Strands of Literacy

The structure of the standards is based on the strands of literacy. To that end, a logical outcome for students who meet the standards will be having the skills in reading, writing, speaking, and listening to be creative, purposeful, and successful in their expression of language. In other words, this structure supports students in developing the skills to gather information from text, think critically about that information, and produce their thinking around the information.

- **Reading:** With equal emphasis on text complexity and comprehension, students are expected to discern more from and make fuller use of evidence accessed from a variety of texts.
- **Writing:** Students are expected to apply the information they gathered in reading by writing to argue, to inform, or to narrate.
- **Speaking and Listening:** Students are expected to utilize formal and informal skills when communicating and acquiring oral information.
- **Language:** The "rules" standards, students are expected to develop the skills needed for effective oral and written communication, as well as, the robust vocabulary expected for college and the workforce.

For all grades there are standards in each of the strands with reading being sub-divided into standards for literature and standards for informational text. In grades K-5 there is an additional section for reading, the standards for Foundational Skills. The grade-specific standards are organized as single levels for each grade from kindergarten to eight grade. Then as grade-bands that span two years for high school. (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a)

Anchor Vs. Grade-Specific Standards

The authors started their writing by beginning with the end in mind. The College and Career Readiness (CCR) standards were developed first. These CCR standards define the ultimate expectations in each strand and anchor the grade-specific standards. These standards define the end-of-year expectations and are structured to build on each other from kindergarten to the CCR. (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a)

Literacy in the Content Areas

In the real world we are expected to read, write, listen, and speak in everything we do. Therefore, it is unrealistic and unfair for students to only be supported in developing these literacy skills during English language arts instruction. These standards clearly articulate a shared responsibility for literacy development. In the elementary grades, there are expectations for reading, writing, speaking, listening, and language across a range of subjects and text types. For grades 6–12 the standards are unequivocal. There are distinct reading and writing standards for all content areas that correlate to the reading and writing standards for English language arts. (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a)

THE STANDARDS	
DO focus on what is most essential for a literate person in the 21st Century to know and be able to do	**DO NOT** state all or even most of what can or should be taught, nor how teachers should teach it
DO set grade-specific standards, providing clear signposts along the way to the goal of college and career readiness for all students	**DO NOT** define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations or the supports needed for English learners or students with special needs
DO specify the knowledge and skills to be taught in each grade, based on state and international comparisons and the collective experience and professional judgment of educators and researchers	**DO NOT** dictate the specific way that literacy should be taught or the order of concepts within a grade level

Clear Learning Progressions

With the CCR standards serving as the ultimate goal, the grade-level standards were intentionally crafted as a clear and cumulative path from kindergarten to college and career readiness.

> "The standards for college and career readiness then became the anchor standards for the entire program. The standards writers developed a careful sequence or 'staircase' as they called it, of corresponding grade-level standards that would lead students to the standards for college and career readiness.
>
> In doing so, the standards writers paid careful attention to learning progressions. In recent years, research and practitioners have outlined models that describe the knowledge and skills within a subject area and the sequence in which they typically develop over time." (Rothman, 2011)

There are 32 Career and College Readiness standards, ten for Reading, ten for Writing, six for Speaking and Listening, and six for Language. Each CCR anchor standard has a corresponding grade-level standard that translates the CCR into grade-appropriate skills. The only caveat is that there are 20 reading standards for each grade level (ten for literature and ten for informational text) which share the same 10 CCR standards. And, the anchor standards for Reading and Writing also apply to the standards for history/social studies, science, and technical subjects. (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a)

An Example of a Learning Progression

CCR Writing 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11–12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. f. **Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA**
9–10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

An Example of a Learning Progression (cont')

8.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
7.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA** c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
6.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

An Example of a Learning Progression (cont')

5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.
3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.
2.W.1	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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
1.W.1	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.
K.W.1	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., *My favorite book is...*).

Higher Metacognition

Metacognition is a word that gets thrown around a lot in educational research, where it is often touted as a powerful key to deeper and more meaningful learning. In practice, however, the concept is often vague and less than useful. "Thinking about thinking" is not exactly a helpful strategy to put in practice in the classroom.

But metacognition can't be dismissed as just a trendy buzzword. Recent research has shown that students who were taught metacognitive strategies made an average of eight months more progress than students who were not. And that was over the course of just one year. (Emeny, 2013) It's clear from this data that metacognition is important, but what is it really, and how can it be taught?

Metacognition and Student Ownership

Metacognition requires students to examine, externalize, and apply their thinking, such as:

- "What it means to learn something,
- Awareness of one's strengths and weaknesses with specific skills or in a given learning context,
- Planning what's required to accomplish a specific learning goal or activity,
- Identifying and correcting errors, and
- Preparing ahead for learning processes." (Chick, 2017)

Metacognition is related to the concept of student ownership—a mindset that leads to elevated academic achievement and that teachers can actively develop in themselves and in their students. Students who own their learning are not just "doing school" or "understanding school" on a superficial level. They can state what they are learning and why, can explain how they learn best, can articulate when they are learning and when they are struggling, and understand their role in any academic setting. This is one type of "thinking about thinking" that leads to greater academic success. (Crowe & Kennedy, 2018)

Supporting Metacognition in Literacy

For conceptual clarity, the authors divided the standards into the four literacy strands but make it clear that skills within the standards are closely connected and should be integrated in the classroom.

> "To be ready for college, workforce training, and life in a technical society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new." (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a)

And, these standards cannot be met unless:

- There is integration of the skills across the literacy and the content-areas.
- Students are clear about what skill they are learning and how they will utilize it in the present and future learning.
- Students are aware of and can articulate their learning and thinking processes.

In short, students must take ownership of their learning.

However, what support for metacognition often looks like in literacy is a lot of teacher-led modeling and thinking out loud of comprehension skills. Then giving students texts to read and write about in the hope that they will emulate what was modeled and apply the strategies to future texts. But, what's missing from this approach is supporting students to think about the connection between the skills they are using to gather information from a text, analyze it, and produce their own thinking about it. And most importantly how students can continue to integrate those skills.

Most teachers will tell you that in practice, neglecting the opportunity for students to reflect does not work very well. And it really doesn't work for students who may already be struggling. For many students, it's better to "show them the [metacognitive] toolkit and teach them how to use it one tool at a time…teaching one's brain to control the thought processes it has for the purpose of directing it towards the management of their own learning." (Emeny, 2013)

Fostering metacognition requires a balance of explicit instruction, teacher modeling, student-centered exploration, and responsive coaching that helps students first learn the skills and thought processes to access, analyze, and communicate textual information and then to use them on their own. These metacognitive skills come naturally to some students but not to others. Teachers must play an active role in teaching them to support students to own their learning.

Integration Leads to Metacognition

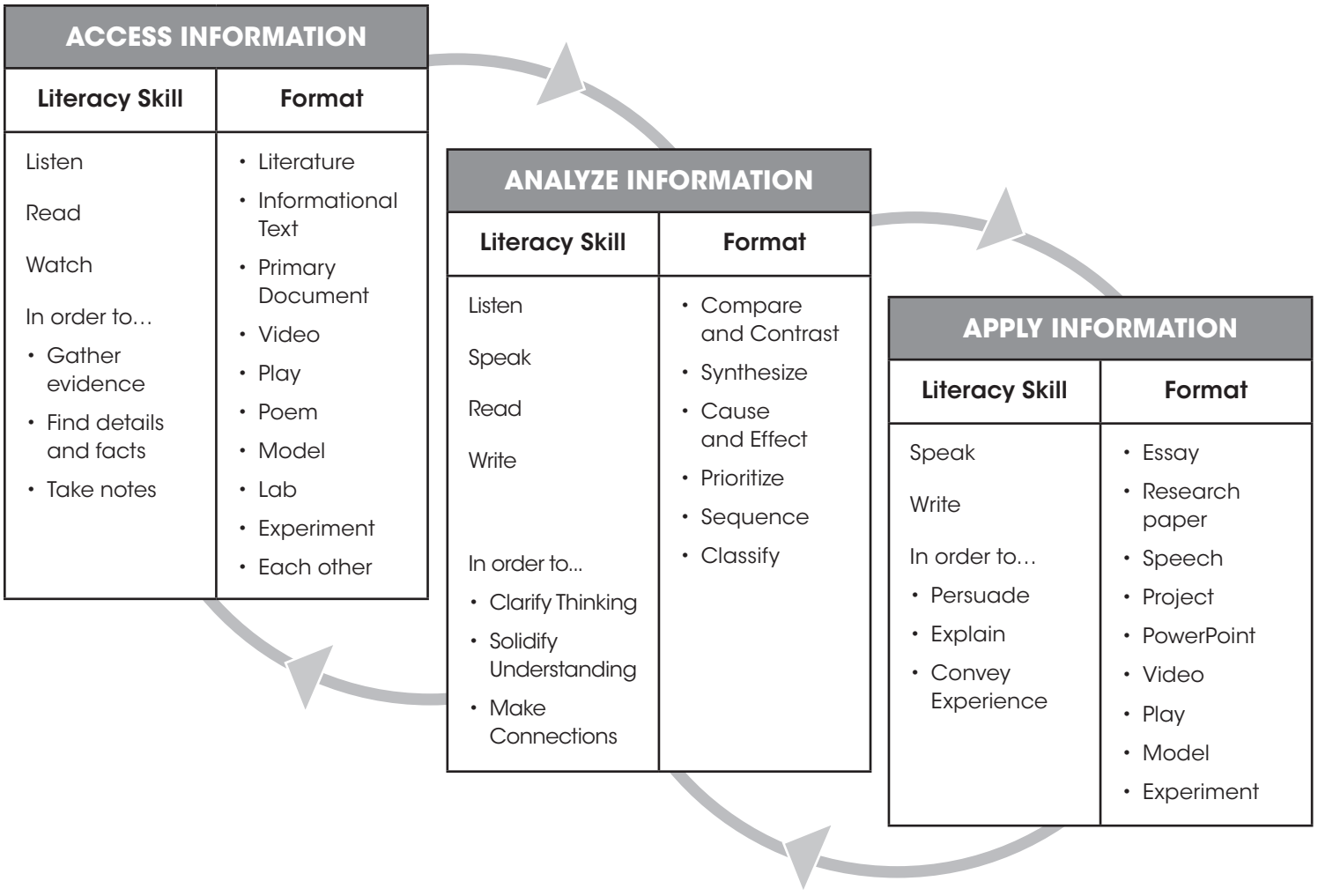
These standards have set higher expectations for students to do more with texts. They expect students to be able to:

- Access information by reading and researching a variety of sources.
- Analyze information by critiquing, clarifying, examining, and discussing it.
- Apply their new learning by communicating it to others through written and spoken language.

> "Writing about text was more powerful than just reading it or reading it and rereading it/studying it/ discussing it."
>
> – Timothy Shanahan

These expectations can be met through units and lessons that provide an integrated approach and that support conceptual redundancy of skills-based learning outcomes that drive all learning. (Crowe and Kennedy, 2018)

A Framework for an Integrated Unit



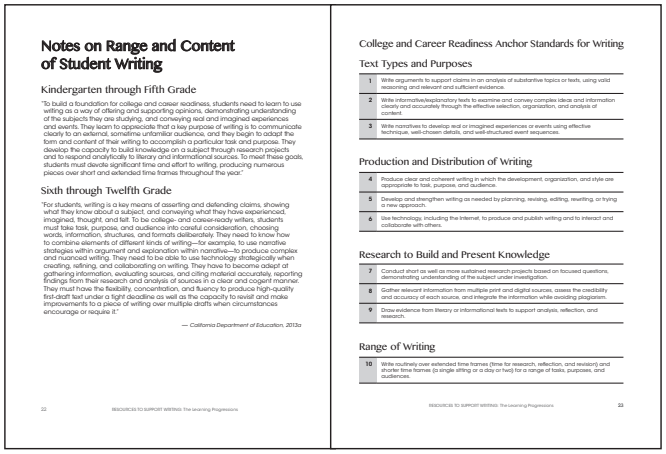
Using This Book

Designed as a tool to be used in designing and delivering focused units and lessons for writing, the rest of this book will provide the tools you need to develop strong student writers. It is organized into two sections. The first focuses on the embedded learning progressions across all grades. The second provides planning resources for each grade level including, the individual skills within the standards, the explicit correlations between the writing standards and other key standards for teaching writing, and scoring rubrics for each writing type in all grades.

The 1st Section: The Learning Progressions

The pages in this section are organized by standard and include the following information for each of the Writing Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects:

1. The **Notes on Range and Content** from the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the **Career and College Readiness Anchor Standards** for writing



Notes on Range and Content of Student Writing

Kindergarten through Fifth Grade

"To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometime unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year."

Sixth through Twelfth Grade

"For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it."

— *California Department of Education, 2013a*

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College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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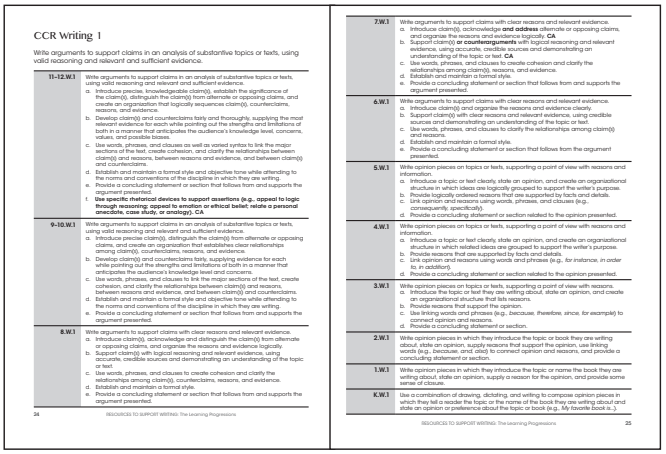
2. A **Learning Progression** for each writing standard, which shows how the expectations develop across each grade level



CCR Writing 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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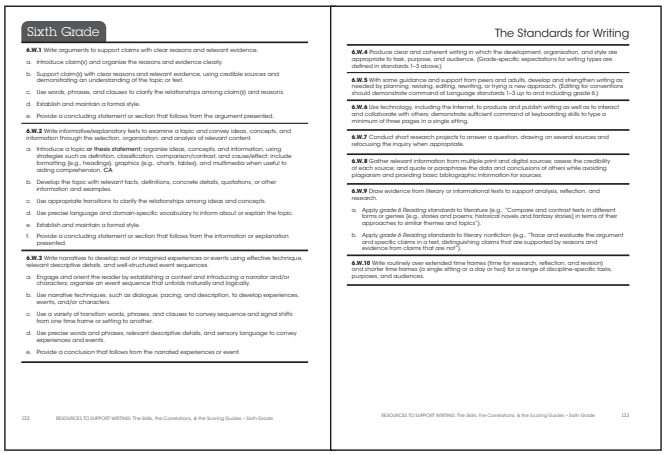
7.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA** c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
6.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.
3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.
2.W.1	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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
1.W.1	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.
K.W.1	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., *My favorite book is...*).

RESOURCES TO SUPPORT WRITING: The Learning Progressions 35

The 2nd Section: The Skills, The Correlations, and the Scoring Guides

The pages in this second section are organized by grade-level and include the following information for each of the Standards for Writing in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects:

1. A list of the **writing standards** for English Language Arts (grades K–12), including the writing standards for Literacy in History/ Social Studies, Science, and Technical Subjects (grades 6–12)



Sixth Grade

6.W.1 Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic or **thesis statement**; 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; CA

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. 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.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or event.

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The Standards for Writing

6.W.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.)

6.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

6.W.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.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.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.

6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. *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").

b. *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").

6.W.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.

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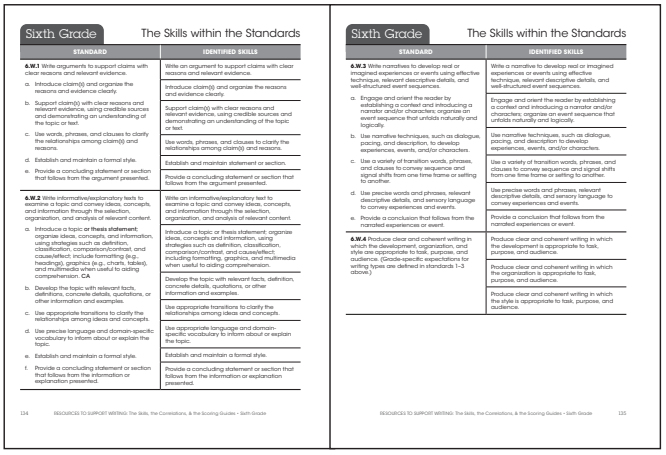
2. A chart that identifies the **skills within each writing standard** for English Language Arts (grades K–12), including the writing standards for Literacy in History/ Social Studies, Science, and Technical Subjects (grades 6–12) *For more information about how to determine the skills within in the standards see pages 17–19.*



Sixth Grade — The Skills within the Standards

STANDARD	IDENTIFIED SKILLS
6.W.1 Write arguments to support claims with clear reasons and relevant evidence.	Write an argument to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.	Introduce claim(s) and organize the reasons and evidence clearly.
b. 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 clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.	Establish and maintain statement or section.
e. Provide a concluding statement or section that follows from the argument presented.	Provide a concluding statement or section that follows from the argument presented.
6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write an informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic or **thesis statement**; 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. CA	Introduce a topic or thesis statement; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting, graphics, and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use appropriate language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.	Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.	Provide a concluding statement or section that follows from the information or explanation presented.

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Sixth Grade — The Skills within the Standards

STANDARD	IDENTIFIED SKILLS
6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. 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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. 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.
c. 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.
d. 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 convey experiences and events.
e. Provide a conclusion that follows from the narrated experiences or event.	Provide a conclusion that follows from the narrated experiences or event.
6.W.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.)	Produce clear and coherent writing in which the development is appropriate to task, purpose, and audience.
	Produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience.
	Produce clear and coherent writing in which the style is appropriate to task, purpose, and audience.

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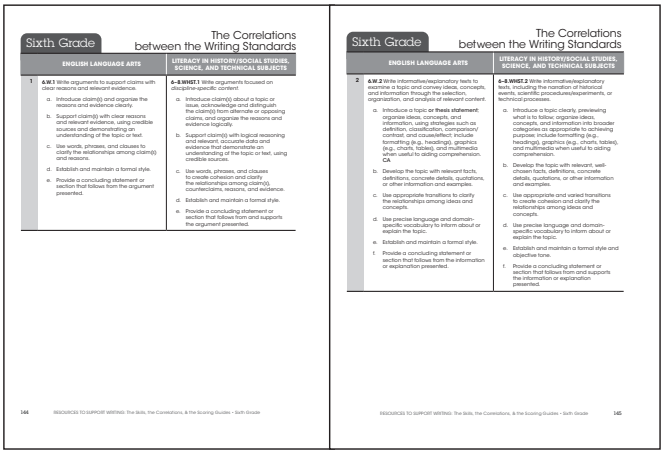
3. The **correlations between the writing standards** for English Language Arts and the writing standards for Literacy in History/ Social Studies, Science, and Technical Subjects (grades 6–12)



Sixth Grade — The Correlations between the Writing Standards

	ENGLISH LANGUAGE ARTS	LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS
1	**6.W.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**6–8.WHST.1** Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

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Sixth Grade — The Correlations between the Writing Standards

	ENGLISH LANGUAGE ARTS	LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS
2	**6.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic **or thesis statement**; 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. **CA** b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**6–8.WHST.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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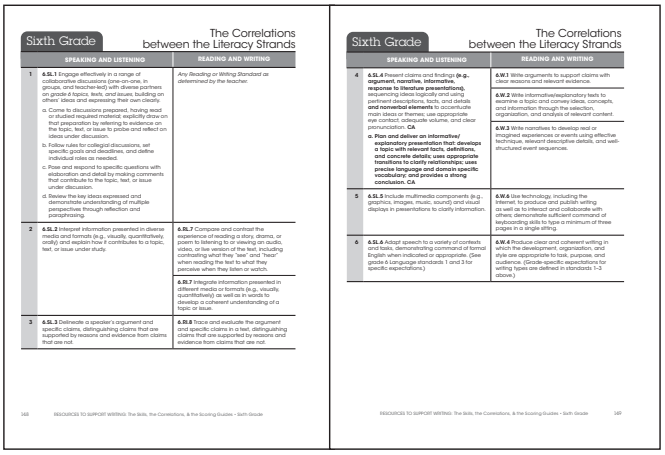
4. The **correlations between literacy strands** that demonstrate reciprocity between the speaking and listening standards and key reading and writing standards in each grade-level (grades K–12)



Sixth Grade — The Correlations between the Literacy Strands

	SPEAKING AND LISTENING	READING AND WRITING
1	**6.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	*Any Reading or Writing Standard as determined by the teacher.*
2	**6.SL.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**6.RL.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
3	**6.SL.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**6.RI.8** 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.

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Sixth Grade — The Correlations between the Literacy Strands

	SPEAKING AND LISTENING	READING AND WRITING
4	**6.SL.4** Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and **details and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** **a. Plan and deliver an informative/ explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**	**6.W.1** Write arguments to support claims with clear reasons and relevant evidence. **6.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **6.W.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
5	**6.SL.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**6.W.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	**6.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	**6.W.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.)

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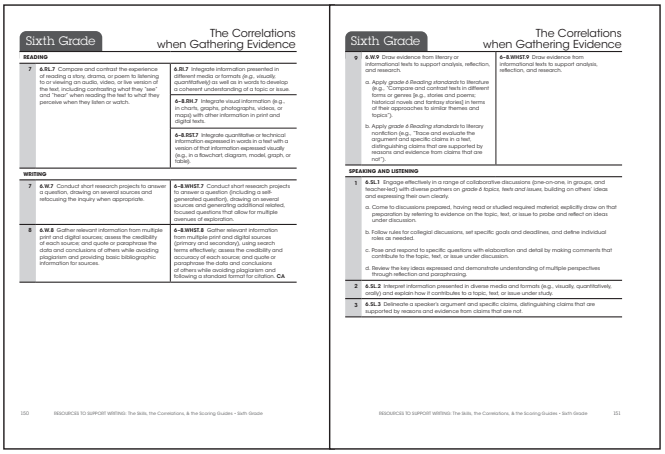
5. The **correlations** that demonstrate integration between key reading, writing, and speaking and listening standards **when students are gathering evidence** in each grade-level (grades K–12), including the standards for Literacy in History/Social Studies, Science, and Technical Subjects (grades 6–12)



Sixth Grade — The Correlations when Gathering Evidence

READING	
7	**6.RL.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	6–8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	6–8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
WRITING	
7	**6.W.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	6–8.WHST.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.
8	**6.W.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.
	6–8.WHST.8 Gather relevant information from multiple print and digital sources (primary and secondary), 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. **CA**

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Sixth Grade — The Correlations when Gathering Evidence

9	**6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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"). b. 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").	**6–8.WHST.9** Draw evidence from informational texts to support analysis, reflection, and research.
SPEAKING AND LISTENING		
1	**6.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
2	**6.SL.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
3	**6.SL.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	

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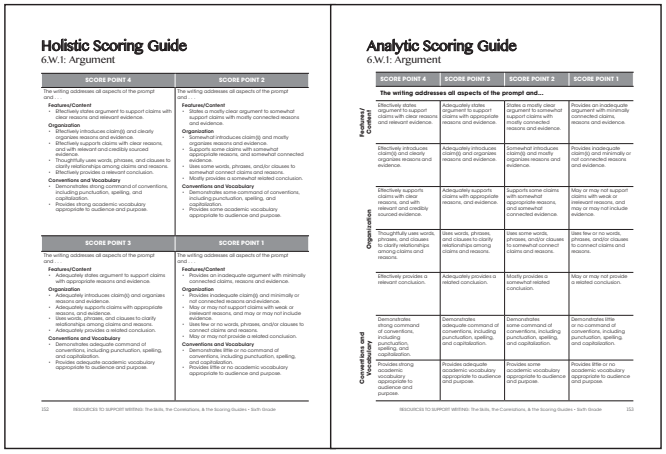
6. **Scoring Guides** for each writing type in all grade levels (grades K–12), these scoring guides are designed as both *holistic* (for use when analyzing a student's piece of writing as a whole) and *analytic* (for use when analyzing specific features within a student's piece of writing)

- Sample Holistic and Analytic Scoring Guides for W.1 Argument



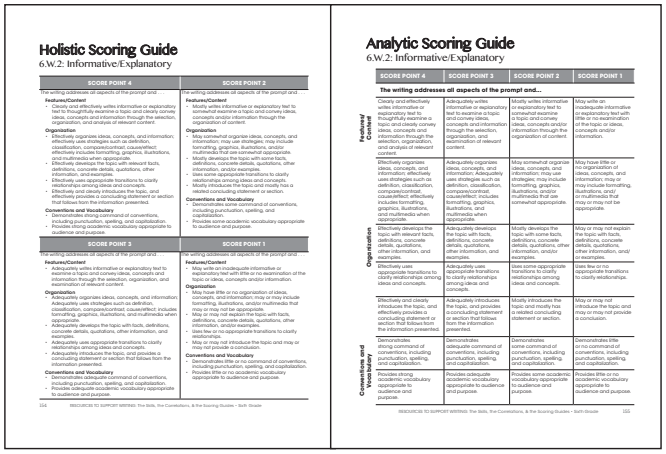
Holistic Scoring Guide
6.W.1: Argument

SCORE POINT 4	SCORE POINT 2
The writing addresses all aspects of the prompt and... **Features/Content** • Effectively states argument to support claims with clear reasons and relevant evidence. **Organization** • Effectively introduces claim(s) and clearly organizes reasons and evidence. • Effectively supports claims with clear reasons, and with relevant and credibly sourced evidence. • Thoughtfully uses words, phrases, and clauses to clarify relationships among claims and reasons. • Effectively provides a relevant conclusion. **Conventions and Vocabulary** • Demonstrates strong command of conventions, including punctuation, spelling, and capitalization. • Provides strong academic vocabulary appropriate to audience and purpose.	The writing addresses all aspects of the prompt and... **Features/Content** • Mostly states argument to somewhat support claims with mostly connected reasons and evidence. **Organization** • Somewhat introduces claim(s) and mostly organizes reasons and evidence. • Supports some claims with somewhat relevant reasons, and somewhat connected evidence. • Uses some words, phrases, and/or clauses to somewhat connect claims and reasons. • Mostly provides a somewhat related conclusion. **Conventions and Vocabulary** • Demonstrates some command of conventions, including punctuation, spelling, and capitalization. • Provides adequate academic vocabulary appropriate to audience and purpose.
SCORE POINT 3	**SCORE POINT 1**
The writing addresses all aspects of the prompt and... **Features/Content** • Adequately states argument to support claims with appropriate reasons and evidence. **Organization** • Adequately introduces claim(s) and organizes reasons and evidence. • Adequately supports claims with appropriate reasons, and evidence. • Uses words, phrases, and clauses to clarify relationships among claims and reasons. • Adequately provides a related conclusion. **Conventions and Vocabulary** • Demonstrates adequate command of conventions, including punctuation, spelling, and capitalization. • Provides adequate academic vocabulary appropriate to audience and purpose.	The writing addresses all aspects of the prompt and... **Features/Content** • Provides an inadequate argument with minimally connected claims, reasons and evidence. **Organization** • Provides inadequate claim(s) and minimally or not connected reasons and evidence. • May or may not support claims with weak or irrelevant reasons, and may or may not include evidence. • Uses few or no words, phrases, and/or clauses to connect claims and reasons. • May or may not provide a related conclusion. **Conventions and Vocabulary** • Demonstrates little or no command of conventions, including punctuation, spelling, and capitalization. • Provides little or no academic vocabulary appropriate to audience and purpose.

Analytic Scoring Guide
6.W.1: Argument

	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
	The writing addresses all aspects of the prompt and...			
Features/ Content	Effectively states argument to support claims with clear reasons and relevant evidence.	Adequately states argument to support claims with appropriate reasons and evidence.	States a mostly clear argument to somewhat support claims with mostly connected reasons and evidence.	Provides an inadequate argument with minimally connected claims, reasons and evidence.
Organization	Effectively introduces claim(s) and clearly organizes reasons and evidence.	Adequately introduces claim(s) and organizes reasons and evidence.	Somewhat introduces claim(s) and mostly organizes reasons and evidence.	Provides inadequate claim(s) and minimally or not connected reasons and evidence.
	Effectively supports claims with clear reasons, and with relevant and credibly sourced evidence.	Adequately supports claims with appropriate reasons, and evidence.	Supports some claims with somewhat relevant reasons, and somewhat connected evidence.	May or may not support claims with weak or irrelevant reasons, and may or may not include evidence.
	Thoughtfully uses words, phrases, and clauses to clarify relationships among claims and reasons.	Uses words, phrases, and clauses to clarify relationships among claims and reasons.	Uses some words, phrases, and/or clauses to somewhat connect claims and reasons.	Uses few or no words, phrases, and/or clauses to connect claims and reasons.
	Effectively provides a relevant conclusion.	Adequately provides a related conclusion.	Mostly provides a somewhat related conclusion.	May or may not provide a related conclusion.
Conventions and Vocabulary	Demonstrates strong command of conventions, including punctuation, spelling, and capitalization.	Demonstrates adequate command of conventions, including punctuation, spelling, and capitalization.	Demonstrates some command of conventions, including punctuation, spelling, and capitalization.	Demonstrates little or no command of conventions, including punctuation, spelling, and capitalization.
	Provides strong academic vocabulary appropriate to audience and purpose.	Provides adequate academic vocabulary appropriate to audience and purpose.	Provides some academic vocabulary appropriate to audience and purpose.	Provides little or no academic vocabulary appropriate to audience and purpose.

- Sample Holistic and Analytic Scoring Guides for W.2 Informative/Explanatory



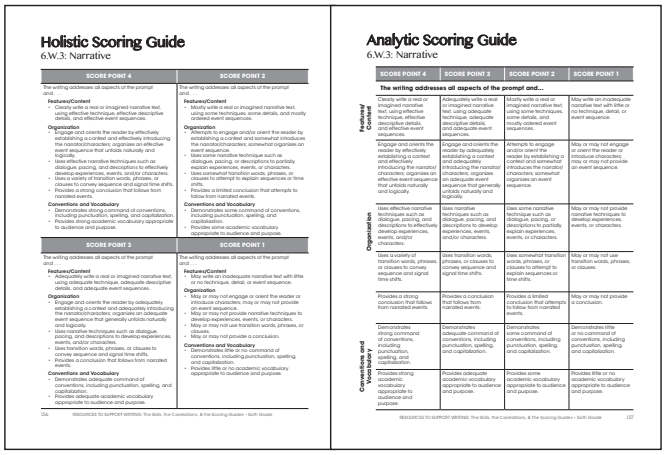
Holistic Scoring Guide
6.W.2: Informative/Explanatory

SCORE POINT 4	SCORE POINT 2
The writing addresses all aspects of the prompt and... **Features/Content** • Clearly and effectively writes informative or explanatory text to thoughtfully examine a topic and clearly convey ideas, concepts and information through the selection, organization, and analysis of relevant content. **Organization** • Effectively organizes ideas, concepts, and information; effectively uses strategies such as definition, classification, compare/contrast, cause/effect; effectively includes formatting, graphics, illustrations, and multimedia when appropriate. • Effectively develops the topic with relevant facts, definitions, concrete details, quotations, other information, and examples. • Effectively uses appropriate transitions to clarify relationships among ideas and concepts. • Effectively provides a concluding statement or section that follows from the information presented. **Conventions and Vocabulary** • Demonstrates strong command of conventions, including punctuation, spelling, and capitalization. • Provides strong academic vocabulary appropriate to audience and purpose.	The writing addresses all aspects of the prompt and... **Features/Content** • Mostly writes informative or explanatory text to somewhat examine a topic and convey ideas, concepts and/or information through the organization of content. **Organization** • Somewhat organizes ideas, concepts, and information; may use strategies, may include formatting, graphics, illustrations, and/or multimedia that are somewhat appropriate. • Mostly develops the topic with some facts, definitions, concrete details, quotations, other information, and/or examples. • Uses some appropriate transitions to clarify relationships among ideas and concepts. • Mostly introduces the topic and mostly has a related concluding statement or section. **Conventions and Vocabulary** • Demonstrates some command of conventions, including punctuation, spelling, and capitalization. • Provides some academic vocabulary appropriate to audience and purpose.
SCORE POINT 3	**SCORE POINT 1**
The writing addresses all aspects of the prompt and... **Features/Content** • Adequately writes informative or explanatory text to examine a topic and convey ideas, concepts and information through the selection, organization, and examination of relevant content. **Organization** • Adequately organizes ideas, concepts, and information; adequately uses strategies such as definition, classification, compare/contrast, cause/effect; includes formatting, graphics, illustrations, and multimedia when appropriate. • Adequately develops the topic with facts, definitions, concrete details, quotations, other information, and examples. • Adequately uses appropriate transitions to clarify relationships among ideas and concepts. • Adequately introduces the topic, and provides a concluding statement or section that follows from the information presented. **Conventions and Vocabulary** • Demonstrates adequate command of conventions, including punctuation, spelling, and capitalization. • Provides adequate academic vocabulary appropriate to audience and purpose.	The writing addresses all aspects of the prompt and... **Features/Content** • May write an inadequate informative or explanatory text with little or no examination of the topic or ideas, concepts and/or information. **Organization** • May have little or no organization of ideas, concepts, and information; may or may include formatting, graphics, illustrations, and/or multimedia that are somewhat appropriate. • Mostly develops the topic with some facts, definitions, concrete details, quotations, other information, and/or examples. • May or may not explain the topic with facts, definitions, concrete details, quotations, other information, and/or examples. • Uses few or no appropriate transitions to clarify relationships. • May or may not introduce the topic and may or may not provide a conclusion. **Conventions and Vocabulary** • Demonstrates little or no command of conventions, including punctuation, spelling, and capitalization. • Provides little or no academic vocabulary appropriate to audience and purpose.

Analytic Scoring Guide
6.W.2: Informative/Explanatory

	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
	The writing addresses all aspects of the prompt and...			
Features/ Content	Clearly and effectively writes informative or explanatory text to thoughtfully examine a topic and clearly convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	Adequately writes informative or explanatory text to examine a topic and convey ideas, concepts and information through the selection, organization, and examination of relevant content.	Mostly writes informative or explanatory text to somewhat examine a topic and convey ideas, concepts and/or information through the organization of content.	May write an inadequate informative or explanatory text with little or no examination of the topic or ideas, concepts and/or information.
Organization	Effectively organizes ideas, concepts, and information; effectively uses strategies such as definition, classification, compare/contrast, cause/effect; effectively includes formatting, graphics, illustrations, and multimedia when appropriate.	Adequately organizes ideas, concepts, and information; Adequately uses strategies such as definition, classification, compare/contrast, cause/effect; includes formatting, graphics, illustrations, and multimedia when appropriate.	May somewhat organize ideas, concepts, and information; may use strategies, may include formatting, graphics, illustrations, and/or multimedia that are somewhat appropriate.	May have little or no organization of ideas, concepts, and information; may or may include formatting, graphics, illustrations, or multimedia that may or may not be appropriate.
	Effectively develops the topic with relevant facts, definitions, concrete details, quotations, other information, and examples.	Adequately develops the topic with facts, definitions, concrete details, quotations, other information, and examples.	Mostly develops the topic with some facts, definitions, concrete details, quotations, other information, and/or examples.	May or may not explain the topic with facts, definitions, concrete details, quotations, other information, and/or examples.
	Effectively uses appropriate transitions to clarify relationships among ideas and concepts.	Adequately uses appropriate transitions to clarify relationships among ideas and concepts.	Uses some appropriate transitions to clarify relationships among ideas and concepts.	Uses few or no appropriate transitions to clarify relationships.
	Effectively and clearly introduces the topic, and effectively provides a concluding statement or section that follows from the information presented.	Adequately introduces the topic, and provides a concluding statement or section that follows from the information presented.	Mostly introduces the topic and mostly has a related concluding statement or section.	May or may not introduce the topic and may or may not provide a conclusion.
Conventions and Vocabulary	Demonstrates effective command of conventions, including punctuation, spelling, and capitalization.	Demonstrates adequate command of conventions, including punctuation, spelling, and capitalization.	Demonstrates some command of conventions, including punctuation, spelling, and capitalization.	Demonstrates little or no command of conventions, including punctuation, spelling, and capitalization.
	Provides strong academic vocabulary appropriate to audience and purpose.	Provides adequate academic vocabulary appropriate to audience and purpose.	Provides some academic vocabulary appropriate to audience and purpose.	Provides little or no academic vocabulary appropriate to audience and purpose.

- Sample Holistic and Analytic Scoring Guides for W.3 Narrative



Holistic Scoring Guide
6.W.3: Narrative

SCORE POINT 4	SCORE POINT 2
The writing addresses all aspects of the prompt and... **Features/Content** • Clearly write a real or imagined narrative text, using effective technique, effective descriptive details, and effective event sequences. **Organization** • Engage and orients the reader by effectively establishing a context and effectively introducing the narrator/characters; organizes an effective event sequence that unfolds naturally and logically. • Uses effective narrative techniques such as dialogue, pacing, and descriptions to effectively develop experiences, events, and/or characters. • Uses a variety of transition words, phrases, or clauses to convey sequence and signal time shifts. • Provides a strong conclusion that follows from narrated events. **Conventions and Vocabulary** • Demonstrates strong command of conventions, including punctuation, spelling, and capitalization. • Provides strong academic vocabulary appropriate to audience and purpose.	The writing addresses all aspects of the prompt and... **Features/Content** • Mostly write a real or imagined narrative text, using some techniques, some details, and mostly ordered event sequences. **Organization** • Attempts to engage and/or orient the reader by establishing a context and somewhat introduces the narrator/characters; somewhat organizes an event sequence. • Uses some narrative technique such as dialogue, pacing, and descriptions to partially develop experiences, events, or characters. • Uses somewhat transition words, phrases, or clauses to attempt to explain sequences or time shifts. • Provides a limited conclusion that attempts to follow from narrated events. **Conventions and Vocabulary** • Demonstrates some command of conventions, including punctuation, spelling, and capitalization. • Provides some academic vocabulary appropriate to audience and purpose.
SCORE POINT 3	**SCORE POINT 1**
The writing addresses all aspects of the prompt and... **Features/Content** • Adequately write a real or imagined narrative text, using adequate technique, adequate descriptive details, and adequate event sequences. **Organization** • Adequately and orients the reader by adequately establishing a context and adequately introducing the narrator/characters; adequately organizes an event sequence that generally unfolds naturally and logically. • Uses narrative techniques such as dialogue, pacing, and descriptions to develop experiences, events, and/or characters. • Uses transition words, phrases, or clauses to convey sequence and signal time shifts. • Provides a conclusion that follows from narrated events. **Conventions and Vocabulary** • Demonstrates adequate command of conventions, including punctuation, spelling, and capitalization. • Provides adequate academic vocabulary appropriate to audience and purpose.	The writing addresses all aspects of the prompt and... **Features/Content** • May write an inadequate narrative text with little or no technique, detail, or event sequence. **Organization** • May or may not engage or orient the reader or introduce characters; may or may not provide an event sequence. • May or may not provide narrative techniques to develop experiences, events, or characters. • May or may not use transition words, phrases, or clauses. • May or may not provide a conclusion. **Conventions and Vocabulary** • Demonstrates little or no command of conventions, including punctuation, spelling, and capitalization. • Provides little or no academic vocabulary appropriate to audience and purpose.

Analytic Scoring Guide
6.W.3: Narrative

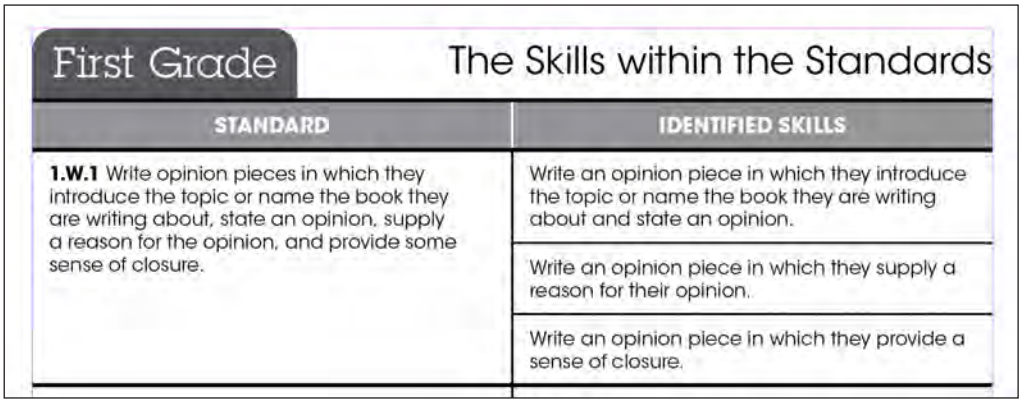
	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
	The writing addresses all aspects of the prompt and...			
Features/ Content	Clearly write a real or imagined narrative text, using effective technique, effective descriptive details, and effective event sequences.	Adequately write a real or imagined narrative text, using adequate technique, adequate descriptive details, and adequate event sequences.	Mostly write a real or imagined narrative text, using some techniques, some details, and mostly ordered event sequences.	May write an inadequate narrative text with little or no technique, detail, or event sequence.
Organization	Engage and orients the reader by effectively establishing a context and effectively introducing the narrator/characters; organizes an effective event sequence that unfolds naturally and logically.	Engage and orients the reader by adequately establishing a context and adequately introducing the narrator/characters; organizes an adequate event sequence that generally unfolds naturally and logically.	Attempts to engage and/or orient the reader by establishing a context and somewhat introduces the narrator/characters; somewhat organizes an event sequence.	May or may not engage and/or orient the reader by establishing a context and may not introduce characters; may or may not provide an event sequence.
	Uses effective narrative techniques such as dialogue, pacing, and descriptions to effectively develop experiences, events, and/or characters.	Uses narrative techniques such as dialogue, pacing, and descriptions to develop experiences, events, and/or characters.	Uses some narrative technique such as dialogue, pacing, or descriptions to partially explain experiences, events, or characters.	May or may not provide narrative techniques to develop experiences, events, or characters.
	Uses a variety of transition words, phrases, or clauses to convey sequence and signal time shifts.	Uses transition words, phrases, or clauses to convey sequence and signal time shifts.	Uses somewhat transition words, phrases, or clauses to attempt to explain sequences or time shifts.	May or may not use transition words, phrases, or clauses.
	Provides a strong conclusion that follows from narrated events.	Provides a conclusion that follows from narrated events.	Provides a limited conclusion that attempts to follow from narrated events.	May or may not provide a conclusion.
Conventions and Vocabulary	Demonstrates strong command of conventions, including punctuation, spelling, and capitalization.	Demonstrates adequate command of conventions, including punctuation, spelling, and capitalization.	Demonstrates some command of conventions, including punctuation, spelling, and capitalization.	Demonstrates little or no command of conventions, including punctuation, spelling, and capitalization.
	Provides strong academic vocabulary appropriate to audience and purpose.	Provides adequate academic vocabulary appropriate to audience and purpose.	Provides some academic vocabulary appropriate to audience and purpose.	Provides little or no academic vocabulary appropriate to audience and purpose.

How to Determine the Skills within the Standards

The grade-level standards define end-of-year expectations. Each one is too complex to be taught—and mastered—in one lesson but each one is a combination of distinct skills. Every standard, therefore, must be carefully analyzed to determine the measurable and achievable skills within it.

But, how is this done? Each standard has a verb *(the skill or skills)* attached to nouns *(the content that the skills must address).* The standard can be broken into outcomes by skill, by content, or by both.

See the example below. The standard has one skill—**write an opinion piece**—attached to three types of content—**introduce the topic or name the book they are writing about and state an opinion, supply a reason for their opinion,** and **provide a sense of closure.** Therefore, this standard has three measurable and achievable skills.



First Grade — The Skills within the Standards

STANDARD	IDENTIFIED SKILLS
1.W.1 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.	Write an opinion piece in which they introduce the topic or name the book they are writing about and state an opinion.
	Write an opinion piece in which they supply a reason for their opinion.
	Write an opinion piece in which they provide a sense of closure.

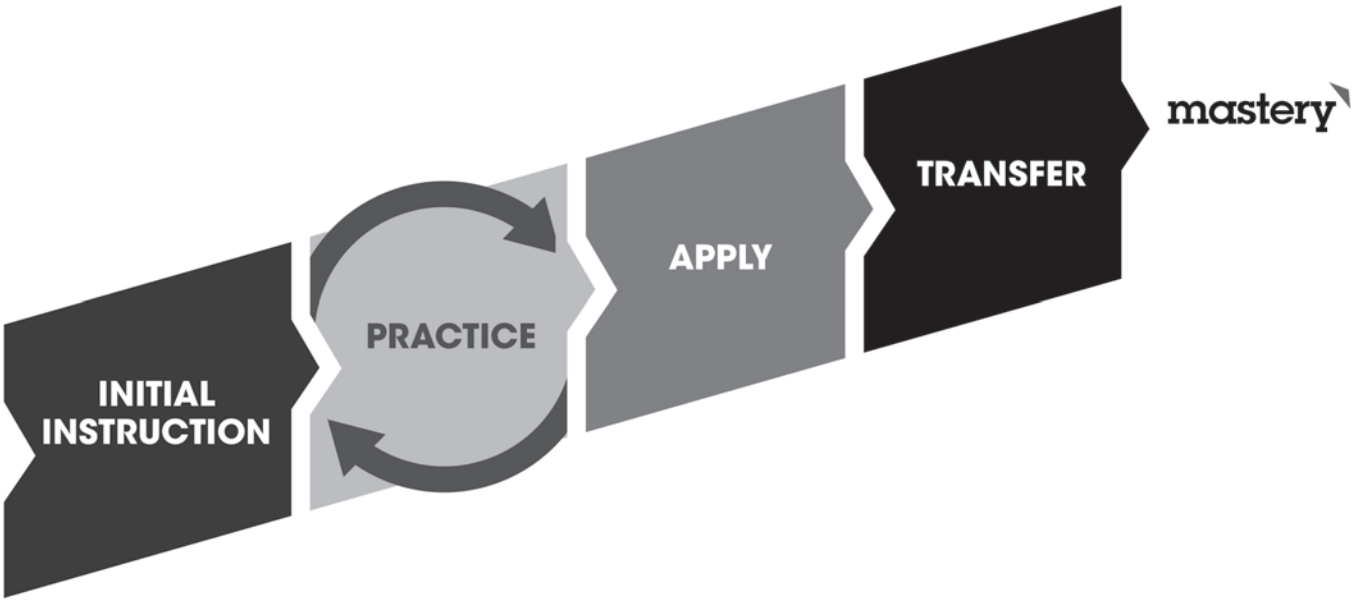
The pages in this section provide this analysis for each standard for writing in every grade. However, this resource is not intended to supersede a teacher's expertise. The skills should be taught in a sequence that ensures the most effective and efficient learning. These decisions—both in deriving skills from the standards and the sequence of learning—are under the purview of the teacher. The teacher as the professional decision-maker is most crucial in this endeavor.

Remember, each standard is not designed to be addressed in one lesson but over a series of lessons—from initial instruction of each skill to practice to application to integration of the skills into the standard—until it is mastered, which means the students have the ability to transfer this skill into a new setting.

The Mastery Sequence of a Skill

Remember, each standard is not designed to be addressed in one lesson but over a series of lessons—from initial instruction of each skill to practice to application to integration of the skills into the standard—until it is mastered, which means the students have the ability to transfer this skill into a new setting. This is the Mastery Sequence of instruction.

The Mastery Sequence is built upon the notion of conceptual redundancy of the skill or content being learned. The Mastery Sequence ensures that students have opportunities for repetition with the same concept in a variety of approaches. This includes the opportunities to learn the skill initially, practice the skill, apply the skill, and then transfer the skill across time.



The Mastery Sequence supports students understanding of where they are during the learning process. Using an integrated approach ensures that students are provided multiple and varied opportunities to grapple with the same skill or concept. This usually includes opportunities to listen about, talk about, read about, and write about the skill or concept. The following opportunities are the sequence of actions a learner must process in order to attain mastery.

- **Initial Instruction:** This action occurs when the learner is first introduced to the skill or concept to be mastered. This initial instruction can be delivered in a variety of ways but should include clarity around the skill being learned, explanation of what this skill looks like and sounds like when mastered, and the steps needed to master this skill. Initial instruction often includes a model of the skill as it is used.
- **Practice:** This action allows the learner to grapple with their understanding of the skill or concept. Practice can come in many forms: whole class, in groups or pairs, with colleagues, with the teacher, and independently. Practice can all be recursive and attended to whenever a learner needs to solidify their understanding. The number or types of practice opportunities will vary depending on the rigor of the skill and the needs of the learner.
- **Apply:** This action occurs when the learner is ready to authentically apply the skill. The learner should have had sufficient practice so that the probability of success is greater. When the learner applies the skill in an authentic setting, they are able to reflect on their progress and determine if more practice is required.
- **Transfer:** This action occurs when the learner has applied the skill in a variety of authentic ways and is now ready to transfer the skill into a new setting. This setting could be a new project, a new class, or a different subject.
- **Mastery:** Once the learner is able to apply and transfer the skill successfully, he or she has mastered the skill or concept. The learner should not only be able to apply and transfer the skill, but should be able to explain how to apply the skill in a variety of ways.