6-8 College and Career Readiness Anchor Standard	Sixth		Seventh		Eighth	
Writing	**STANDARD**	**UNPACKED**	**STANDARD**	**UNPACKED**	**STANDARD**	**UNPACKED**

			Text Types and Purposes			
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1 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.	Sixth grade students will understand how to write arguments that accurately support a given claim with relevant evidence and valid reasoning. To do this work, teachers may instruct students to work with a partner, in a small group or within a whole-class setting in order to create a springboard from which students can "bounce ideas" off one another, discuss/debate, and gain further insight into a particular issue from a text or issue surrounding the text. At this level, students are learning to examine information in order to be able to construct logical arguments using an authoritative, formal "voice". In order to develop this skill, students can practice writing small, well-supported compositions in which each asserted claim is backed by a sound piece of evidence. Students may benefit from the use of a graphic organizer in which they can shape their thesis followed by their particular claims and corresponding evidence before proceeding to the paper's full	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge 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), 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.	Seventh grade students write arguments that are supported by several pieces of relevant evidence. At this level, students are developing the ability to combine pieces of evidence to demonstrate the validity of their claim. They learn to present their belief to the intended audience by introducing their claim (with alternate and opposing ideas) and ending their piece with a concluding statement or section. They also learn to connect their ideas in a logical way. In order to do so, students will need strategies for finding relevant evidence to defend the judgments and interpretations they make about the texts they read. They will also need to spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year. Students need to engage in behaviors that lead to the expression of ideas and claims about what they read. This should be practiced both verbally and	W.8.1 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.	Students must be able to construct a particular claim based on an issue within a text, consider all counterclaims, and then search for textual evidence to support the claims in a persuasive manner. Work like this may include the student examining a literary text or closely reading articles/journals and other sources he or she identifies as legitimate or not, depending on the assignment. Once students have established a strong foundation in the defining features of editorials, including controversial topics, structures, and word choice, they are then prepared to create their own editorials. Instruction may focus on how to recognize and use evidence from the text in order to prove a given claim, in a 'voice' that is both authoritative and rational. In effect, students will then, in proper order, logically tie all claims/counterclaims, evidence, and closing remarks together to produce a well-supported argument.
CCRA.W.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.	W.6.2 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;		W.7.2 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 clearly,		W.8.2 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 clearly,	Eighth grade students are

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	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. 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.	development. Students begin their paper with an introduction and end the paper with a concluding statement. Many students also benefit from a checklist for their writing in order to develop and maintain autonomy over their work. Students will learn how to understand, organize, and convey complex information in a written composition. To do this work, students need to first acquire a deep and thorough understanding of the material they select and decide on the strongest strategies that clearly and accurately present the information. To increase understanding, students may: *seek to define any or all unknown terms, *create charts and graphs to determine cause/effect relationships between facts, *make comparisons and contrasts in terms of data, glean note-worthy quotations about the material from experts, *watch informational videos so as to observe the material "come alive".	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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate 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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	in writing and in various formats: partner work, small group discussion, debates, etc. Students need a purposeful focus on choice-making throughout ELA. For example, seventh grade students need to be able to choose words, phrases, and clauses to create cohesion among ideas and evidence in their writing. They also need to be able to choose accurate, credible sources. Seventh grade students also write informative/explanatory and narrative texts. They are developing strategies that focus on how to clearly introduce a topic with a preview of information to follow, and how to create cohesion of relationships among ideas and concepts throughout their writing. Students also need to be able to develop a controlling idea and a coherent focus on a topic. At this level, students are becoming more skilled at selecting and incorporating relevant examples, facts, and details into their writing.	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. 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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	expected to focus their writing on thoroughly describing or explaining a topic. To master this, students may choose to examine informative/explanatory texts such as content textbooks, articles, and descriptive guides. Once students are able to identify the defining elements of this specific writing genre, such as the diverse types of information and how each can be organized, they are ready to apply the knowledge they gained as a reader, and approach the same information as a writer. Teachers may choose to create cross-curricular links by encouraging students to explore topics from their content area classes. Instruction may focus on how to choose a text structure, how to create language that is appropriate to one's audience, and how to assume a formal tone.
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured		W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured		W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured	Students are expected to apply the narrative plot structure to a real or imagined story. Students' writing should demonstrate their ability to create a

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details, and well-structured event sequences.	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 events.	This analysis of information allows students to then translate his or her knowledge of the subject into written format. Sixth grade students will write narratives based upon imagined and/or real events. They develop the technique of weaving a piece of their own creation together that adheres to basic narrative structure. Students present a conflict, build the rising action, create a climax, describe the falling action and wrap up the story in the resolution. Students will understand the necessity of momentum in a story -- how a story must move from scene to scene with the aid of transitions. Teachers may reinforce how these actions hold the readers' attention and clarify the plot. Students may learn how to create a narrator, a protagonist /antagonist, and how to develop peripheral secondary characters using descriptions of both physical and character traits.	event sequences. a. 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. 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 capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	context or setting for the story, naturally develop characters throughout the story, and apply writing techniques to interest their readers. Work like this might include students developing a personal narrative focused around a significant moment in their life. As students build their story, they may choose to use a variety of brainstorming maps, such as character maps and plot maps, to ensure their writing is well-organized. Instruction may focus on how to reveal character traits, how to create suspense or conflict, and how to weave in reflection that links back to the central meaning or theme.
Production and Distribution of Writing						
CCRA.W.4 Produce clear and coherent writing in	W.6.4 Produce clear and coherent writing in which	Students will produce writing that is clear and	4. Produce clear and coherent writing in which	Students in seventh grade write in a manner that	W.8.4 Produce clear and coherent writing in which	To demonstrate understanding, students

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which the development, organization, and style are appropriate to task, purpose, and audience.	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.)	coherent in its development, organization and style. Students must develop the ability to adhere to the specific task, purpose, and audience in their writing, whether the paper is informational, explanatory, or narrative.	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.)	demonstrates clarity of thinking and organization. At this level, students are learning to approach a piece by determining the nature of the task, its purpose and intended audience. Students must be able to precisely determine about what it is they are writing. They must also be able to determine the reason for writing. For example, the reason or purpose of the task may be to inform, to persuade, or to describe. Students will also practice developing a writing style. In order to do so, students may imitate the style of a familiar author or genre and in effect, develop/create their own. Lastly, students learn to activate prior knowledge and recall the various organizational formats in which a text may be presented, in order to support their own writing.

They will need to spend significant amounts of time planning, drafting, editing and revising in order to build a clear, coherent composition and become familiar with the overall process of writing. | 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.) | may first practice identifying defining characteristics of argumentative, informative/evaluative, and narrative writing. Students may benefit from anchor charts that serve as reminders for each genre. As students approach these categories of writing, they may receive additional instruction on how to effectively approach their specific task, purpose, and audience. Instruction may focus on choosing a text structure or format, using language that is precise and powerful, and creating a tone that is appropriate for one's audience. |
| **CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | W.6.5 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 on page 52.) | Sixth grade students share their work with each other in order to give and receive feedback during the writing process. Students move from planning to drafting, revising, editing, and rewriting when necessary. The use of peer editing partners/groups enables students to obtain feedback from classmates in order to strengthen their writing skills. Teachers may provide students with a checklist to use when reviewing their peers' papers. Students can use tools including blogs and wikis, to develop their writing and communicate with students in their classes. Teachers may guide students toward internet tools already available to them which allow students to upload documents and participate in collaborative work groups. | W.7.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) | | W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) | |
| **CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** | W.6.6 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. | | W.7.6 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. | | W.8.6 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. | Through a variety of groupings, students will understand how the writing process can be applied in order to craft a well-written piece that is suited for purpose and audience. Work like this may include small-group instruction on generating ideas, whole-class mini-lessons on drafting techniques, one-on-one revision conferences, and partner or self-editing checklists. With each step, students may be encouraged to view their writing from the |

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				Seventh grade students need to engage in behaviors that strengthen their writing. They must learn how to accept guidance, support and constructive criticism from both peers and adults when planning, revising, editing or rewriting a composition. For example, students may peer-edit based upon a list of constructive commentary provided by the teacher and be instructed to focus on purpose and audience. With guidance and support, students learn how to provide useful feedback to their peers with the necessary scaffolding from adults. In essence, peers may search for particular elements to comment on within the piece, such as organization and/or clarity. Students in seventh grade use technology as a tool with which to create and share work. At this level, students are developing the ability to search for online articles and electronic journals in order to learn and conduct research on a given topic. Students will learn to gather and sort information from multiple online sources to weave the		vantage point of their audience in order to determine the effectiveness of their words, organization, etc. Students should demonstrate their ability to use technological resources to enhance the overall quality, production, and publication of their writing. To achieve this, students may use technology to broaden their research base, give and receive feedback, and seek out authentic publishing opportunities. For instance, students may use wiki pages as virtual conferencing tools to provide feedback and support as writers. In addition, students may use technology to explore online publishing opportunities, such as slideshow sharing, book-making, and virtual journal submissions.

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				information into their own writing. They will practice giving credit to the authors' ideas by learning how to cite sources accurately and in proper format. This practice will enable students to feel as though their writing is worthy of publication on a literary website or website of their own creation. When publishing their work, students might also link to the cited information allowing readers to gain background as to how the author developed the piece.		
Research to Build and Present Knowledge						
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	Sixth grade students will conduct short research projects. To ensure deep understanding of the writing prompt, teachers may first assign students to break down and re-state the prompt in their own words. Students may then brainstorm and compile a list of sources they could use for their project. The teacher should reinforce the idea that a list of sources may change as students" research progresses. This allows students to refocus the intent of the research when appropriate.	W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Seventh grade students will engage in short research projects to answer a self-selected or teacher-assigned question. Students will search for informational sources in an effort to answer their question. The information they gather should inspire an array of (or further) questions surrounding the main one. This will prompt students to continue their quest for answers/information, and provide a focus for their research. Students in seventh grade gather information from a	W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Students will explore inquiry topics through short research products. This work may begin with student-generated questions focused around areas of interest or content studies. Students may need guidance on determining which questions require researching and synthesizing information from several sources. Instruction may include developing research questions, determining key words or topics for each question, conducting research, and synthesizing multiple sources of
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 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		W.7.8 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		W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and	

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	for sources.	Students learn to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task. In conjunction with the reading standards for literature and informational texts, students draw evidence from what they read to support their research. They also learn how to best integrate the information without plagiarizing. Students practice citing sources and weaving in the information into their own work. Students will also include a works cited page detailing all sources used in proper format.

Students in sixth grade are able to draw from texts, either literary or informational to support research, analysis, and reflection. Students are able to compare and contrast literary works that span genres with flexibility and ease and translate their ideas into specified written pieces -- reflective, analytical or both. By the same token, students must be able to evaluate the | following a standard format for citation. | variety of sources in both print (reference texts) and digital (online websites) formats. Students are developing the ability to search for sources quickly and effectively, using an appropriate term(s) to guide them toward the information they seek. They also learn how to verify the information provided by the source in order to determine its validity and accuracy. For example, students may do this work by comparing 2-3 historical accounts and distinguishing the facts that remain consistent from those that do not. Students need instruction on when to discredit websites that do not seem reliable. Seventh grade students must learn to incorporate information from a source and weave it into their own writing, citing properly and in correct format to avoid plagiarism. In essence, the students' writing and the incorporated information should flow, allowing readers to see how one connects to the other. Seventh grade students need to be able to draw evidence from literary or informational texts to | following a standard format for citation. | information.

Students must be able to correctly incorporate information from a variety of credible and reliable sources when writing. To achieve this, students may be exposed to a range of sources in order to analyze the quality of information presented. Lessons for this standard may revolve around recognizing bias and the importance of fact checking through consulting multiple sources. When incorporating this information into their own writing, students should practice with standard citations and proper paraphrasing.

Students will use their understandings from literary and literary nonfiction texts to support their writing. For a literary text, students may reference patterns of events, conflicts, or character types as evidence of their analysis and determination of theme(s) presented. When writing about literary nonfiction texts, students may cite claims, facts, and evidence outlined in the |
| CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | W.6.9 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"). | | W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. 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").
b. 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"). | | W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. 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").
b. 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"). | |

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		validity of the key details that support claims within informational pieces.		support their writing. They will develop the ability to break- apart and reflect upon textual evidence. The thoughts and reflections derived from the text's evidence may spark a students' interest springboard from which they may conduct research. Conducting research enables students to expand their thinking and grow their ideas. Teachers may refer to the reading standards for literature and literary non-fiction for tasks already familiar to students.		text. To master this standard, students will need to evaluate their evidence based on the strength of its connection to the text's overall theme or central idea. Instruction may involve modeling of the thought process writers undergo as they work to support and elaborate upon their ideas through textual evidence.
Range of Writing						
CCRA.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 tasks, purposes, and audiences.	W.6.10 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	Students in the sixth grade engage in numerous writing pieces throughout the year. Students write with a broad range of tasks, purposes, and audiences in mind. In addition, students should produce writing over both extended and shorter time frames.	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.	Students in seventh grade need to write widely and often. They may spend a day or two on a specific writing task or devote several weeks to a more complex writing assignment. For example, students may be given a writing assignment to better understand the concept of 'audience'. Students may be asked to write a composition addressing a particular audience on day one. On day two, they may be asked to write the same composition but to address an entirely different audience. They may also	W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	To become skilled writers, students must practice writing in a myriad of situations. Writing assignments should be woven naturally and routinely into instructional lessons. Writing opportunities may include warm-up assignments that activate prior knowledge, longer writing assignments that involve the writing process, and reflections that serve as both checks for introspection and understanding.

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				spend several weeks on a more complex writing assignment that spans the collection of data, reflection upon new material, writing, and revising. A teacher may give students a week to conduct research, another week to write, and the final week, to spend revising. Being exposed to shorter, task-driven writing assignments in conjunction with longer, more complex assignments on a routine basis will develop students' writing abilities.		