

9-12 College and Career Readiness Anchor Standard	Ninth-Tenth		Eleventh-Twelfth	
	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.	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>The CCSS emphasize students’ ability to produce strong arguments on important topics or texts. Students in the ninth and tenth grades should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claim(s). Students need to understand how much evidence is needed to satisfactorily support a point. At the ninth grade level, students need to learn how to introduce their argument(s) clearly and accurately with regard to counterclaims. Students should build on this skill in the tenth grade with students using concise and effective language that supports the organization of their argument. Students should structure their argument so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have. Students at this level should develop unity and consistency in their text with their words and structure, paying attention to the relationships they create between the claims, counterclaims, evidence, and reason. They also should maintain an appropriate style and tone for the task – omitting personal bias. Students should conclude with a statement that supports the argument.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>The CCSS emphasize students’ ability to produce strong arguments on significant topics or texts. Students in grades 11-12 should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claim(s). Students in the 11th grade understand how much evidence is needed to satisfactorily support a point. They should be comfortable with introducing their argument(s) clearly and accurately with regard to counterclaims. They should establish the importance of their claim and make a distinction between their claim and opposing claims. Students should create an organization for their argument that provides a logical sequence to claim(s), counterclaims, reasons, and evidence. Students in grades 11 and 12 should also consider their audience’s values and possible bias. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have. Students at this level should develop unity and consistency in their text with their words and structure, paying attention to the relationships they create between the claims, counterclaims, evidence, and reason. In the eleventh grade they should become more aware of syntax and vary it in their writing to assist in creating strong cohesive writing. They also should maintain an appropriate style and tone for the task – omitting personal bias. Students should conclude with a statement that supports the argument.</p>
	<p>CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>W.9-10.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex</p>	<p>Students are expected to write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. They should effectively select, organize, and analyze</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

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<p>organization, and analysis of content.</p>	<p>ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>their content.</p> <p>Selecting includes: *Using relevant and sufficient facts, definitions, details, and quotes. *Using sources that are appropriate to task, audience, and purpose. *Choosing precise words and domain-specific vocabulary.</p> <p>Organizing includes: *introducing a topic. *arranging ideas, concepts, and information to show interrelationships. *formatting effectively. *developing a topic. *organizing graphics. *providing multimedia when useful. *useful using transitions to link together the major sections of the text. *Write a concluding statement that supports the information presented. *Choosing a formal style and objective tone.</p> <p>Analyzing includes: *Deciding what organization is most effective for purpose, audience, and task. *Determining how many facts, definitions, details, quotations and other information are needed.</p> <p>To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. These skills work in tandem with reading expectations--as expressed in the reading standards for informational texts--so that students are examining authors' craft and style and</p>	<p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>clearly and accurately. They should effectively select, organize, and analyze their content.</p> <p>In selecting content a student should: *Use relevant and sufficient facts, definitions, details, and quotes. *Use sources that are appropriate to task, audience, and purpose. *Choose precise words and domain-specific vocabulary as well as metaphors, similes, and analogies.</p> <p>When organizing content a student is expected to: *introduce a topic. *arrange ideas, concepts, and information to show interrelationships. *build the elements of the paper - one on the next – to create a unified whole. *format effectively. *develop a topic. *organize graphics. *provide multimedia when useful. *use transitions and syntax to link together the major sections of the text. *Write a concluding statement that supports the information presented. *Choose a formal style and objective tone.</p> <p>When analyzing content a student should: *Decide what organization is most effective for purpose, audience, and task. *Determine what facts are the most significant. *Determine the most effective way to integrate multimedia.</p>
<p>CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or</p>	<p>audience into careful consideration, choosing words, information, structures, and formats deliberately. These skills work in tandem with reading expectations--as expressed in the reading standards for informational texts--so that students are examining authors' craft and style and</p>	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or</p>	<p>To be college –and career – ready writers, students must take task, purpose, and audience into careful consideration, choosing</p>

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<p>structured event sequences.</p>	<p>observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>applying what they have observed to their own writing. In the ninth grade as students explore writing informational text they need to learn how to make deliberate choices as writers. They need to understand that establishing task, audience, and purpose prior to writing will then influence their word choice, the supporting details they choose, the tone they use, and the organizational features they will need to effectively communicate. Ninth graders should learn how to organize their writing. Often students do not see the correlation between developing a topic and organizing a paper. As students become more skilled with writing informational texts, they should pay more attention to the words they use to communicate ideas. They should develop a strong formal style appropriate for their task. They should be able to maintain a tone that is free of bias. They should learn how to integrate multimedia when appropriate and effective.</p> <p>Students are expected to write narratives – conveying an experience that is real or imagined – and using time as its deep structure. The writing should have form or structure based on a progression of events that build upon each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the</p>	<p>observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>words, information, structures, and formats deliberately. These skills work in tandem with reading expectations – as expressed in the reading standards for informational texts – so that students are examining authors’ craft and style and applying what they have observed to their own writing. As students become more skilled with writing informational texts, they should pay more attention to the words they use to communicate ideas. They should develop a strong formal style appropriate for their task. They should be able to maintain a tone that is free of bias.</p> <p>Students are expected to write narratives – conveying an experience that is real or imagined – and using time as its deep structure. The writing should have form or structure based on a progression of events that build on each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative. In the eleventh grade, along with introducing a problem or situation at the beginning of the narrative, students should establish the significance of that situation. In the 11th grade students should build toward a particular tone and outcome.</p>
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		beginning of their narrative.		
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Production and Distribution of Writing				
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CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4 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.)	High school students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s style, organization, and development of a topic.	W.11-12.4 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.)	High school students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s style, organization, and development of a topic.	
	CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.
	CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others.	W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others. Collaboration at the 11- 12 grades includes responding to ongoing feedback from others, including new arguments or information.

Research to Build and Present Knowledge				
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CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical. High school students need to learn how to	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under	In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical. High school students need to learn how to
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investigation. 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.9-10.9 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.	investigation. W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches and finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., —Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]]). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning)).		W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., —Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics)). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., —Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]]).	In grades 11 and 12, students should determine the strengths and limitations of the sources they find in terms of task, audience, and purpose. They should not rely heavily on a single source.

Range of Writing

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	W.9-10.10 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.	CCSS expect students to 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	W.11-12.10 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.	CCSS expects students to 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
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sitting or a day or two) for a range of tasks, purposes, and audiences.		encourage or require it.		encourage or require it.
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