

**Core Content Connectors by Common Core State Standards: English Language Arts,
Writing Standards Grades K-2.**

MSAA Instructional Resource Guide, Revised July 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

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 sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information and accurately through the effective selections, 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.

Kindergarten Writing Standards

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...)

K.WP.a2 Draw, dictate, or write an idea about a topic.

K.WP.b1 State an opinion or preference about the topic.

K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.

1. WP.a1 Draw, dictate, or write an idea or opinion about a topic.

2. WP.a1 Draw, dictate, or write an idea or opinion about a topic.

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.

K.WI.c1 Use a combination of drawing, dictating, and writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).

K.WI.h1 Organize information on a topic that includes two pieces of relative content.

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).

K.WL.d1 Write, dictate, or draw about an event.

K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.

1.HD.c3 Draw, dictate, and/or write about an event or linked events.

Grade 1 Writing Standards

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.

1.WP.b1 Use descriptions and details of familiar people, places, things, and events to support an opinion.

1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.

1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.

1.WP.g2 Write an opinion piece that includes a sense of closure.

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1.WI.b1 Write simple statement that name a topic and supplies some facts about the topic.

1.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions.

1.WI.h1 Provide a concluding statement or section to a permanent product.

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

1.WL.f1 Provide a little for writing that tells the central idea or focus.

1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.

1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).

1.WL.d2 Write a narrative that includes a sense of closure.

Grade 2 Writing Standards

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, also, and) to connect opinion and reasons and provide a concluding statement or section.

2.WP.b1 State an opinion or preference about the topic or text and at least one reason for the opinion.

2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.

2.WP.f1 Write, draw, or dictate an opinion statement, several reasons that support the opinion, and a concluding statement about a topic or book of interest.

2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2.WI.b1 Write statements that name a topic and supplies some facts about the topic.

2.WI.c1 When writing informative/explanatory texts represent facts and descriptions through the use of illustration and captions.

2.WI.h1 Order factual statements to describe a sequence of events or explain a procedure.

2.WI.h2 Provide a concluding statement or section to a permanent product.

3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2.WL.c1 Tell about a single event or a series of events that describes actions, thoughts, or feelings.

2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).

2.WL.f1 Provide a title for writing that tells the central idea or focus.

2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.

2.WL.d2 Write a narrative that includes a sense of closure.

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 to interact and collaborate with others.

Kindergarten Writing Standards

4.NO CCCs at this grade level

5.With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K/WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.

K.WL.g1 With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.

K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

6.With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Grade 1 Writing Standards

4.NO CCCs at this grade level

5.With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.

1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.

1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

6.With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.

Grade 2 Writing Standards

4.NO CCCs at this grade level

5.With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, label) to strengthen informational writing.

2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.

2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

6.With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.

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.

Kindergarten Writing Standards

7.Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K.WI.d4 Participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them).

8.With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.

K.WI.d1 Identify various sources that can be used to (e.g., highlight quote or paraphrase from source) gather information or to answer questions (e.g., how do we find out).

K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.

K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote, or paraphrase from source) to answer a question.

K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.

K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.

K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.

9.NO CCCs at this grade level

Grade 1 Writing Standards

7. Participate in shared research and writing projects (e.g., explore several “how to” books on a given topic and use them to write a sequence of instructions).

1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).

1.WL.a1 Generate ideas and or opinions when participating in shared writing projects.

8.With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.WI.a2 With guidance and support from adults, recall information from experiences (e.g., quote or paraphrase from source) to answer a question.

1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, internet) that can be used to gather information or to answer a question (how we find out).

1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on topic.

1.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.

1.WL.a2 With guidance and support, recall information from experiences to answer a question.

1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.

1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text of discussion) to answer a question.

9.NO CCCs at this grade level

Grade 2 Writing Standards

7.Participate in shared research and writing projects (e.g., read several books on a single topic to produce a report, record science observations).

2.WI.d2 Participate in shared research and writing projects (e.g., read several books on a single topic to produce a report); record science observations).

2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.

8.With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

2.WI.a2 Recall information from experiences (e.g., highlight, quote, or paraphrase from source) to answer a question.

2.WI.d1 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.

2.WL.a2 Recall information from experiences to answer a question.

2.WP.a3 Recall information from experiences to answer a question.

2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote, or paraphrase from text or discussion) to answer a question.

2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T chart, discussion web) to record reasons for or against a topic.

2.WP.d2 Create a permanent product (e.g., T chart, word sort) to distinguish facts and opinion.

2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, T charts, graphic organizers) to gather information from provided sources.

9.NO CCCs at this grade level.

**Core Content Connectors by Common Core State Standards: English Language Arts,
Writing Standards Grades 3-5.**

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College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

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2. Write informative/explanatory texts to examine and convey complex ideas and information and accurately through the effective selections, 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.

Grade 3 Writing Standards

1. Write opinion pieces on familiar 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.

3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.

3.WP.l1 Provide reasons or facts that support a stated opinion.

3.WP.m1 Use linking words and phrases that connect the opinions and reasons.

3.WP.n1 Provide a concluding statement or section.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

3.WI.m1 Introduce a topic and group related information together.

3.WI.o1 Develop the topic (e.g., offer additional information which supports the topic) by using relevant facts, definitions, and details.

3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.

3.WI.i3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

3.WI.q1 Provide a concluding statement or section to summarize the information presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
3.WL.j2 Sequence events in writing that unfold naturally.
3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.
3.WL.l1 Use temporal words and phrases to signal event order.
3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.

Grade 4 Writing Standards

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - Provide a concluding statement or section related to the opinion presented.

4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.
4.WP.l1 Provide reasons which include facts and details that support a stated opinion.
4.WP.m1 Create an organizational structure that lists reasons in a logical order.
4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4.WP.n1 Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.
4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4.WI.p1 Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.
4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another for example, also, because).
4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.
4.WI.q1 Provide concluding statement or section to support the information presented.

3. Write narratives to develop real or imagined experiences or events using effective technique descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

4.WL.j1 Orient the reader by setting up the context for the story introducing a narrator and/or characters.
4.WL.j2 Sequence events in writing that unfold naturally.
4.WL.j2 Sequence events in writing that unfold natural.
4.wl.K1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.
4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.
4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.

Grade 5 Writing Standards

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.

5.WP.c1 Write an introduction that states own opinion within persuasive text.

5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.

5.WP.d1 Provide relevant facts to support stated opinion or reasons within persuasive writing.

5.WP.e1 Link opinions and reasons using words, phrases, and clauses.

5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

5.WI.c1 Write introduction that includes context/background information, establishes a central idea or focus about a topic.

5.WI.b3 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

5.WI.d1 Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

5.WI.f1 Include formatting (e.g., headings), graphics, (e.g., charts, tables), and multimedia appropriate to convey information about the topic.

5.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.

5.WI.g1 Provide a concluding statement or section to summarize the information presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally,
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.

5.WL.c1 Organize ideas and event so that they unfold naturally.

5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.

5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.

5.WL.g1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events.

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.

Grade 3 Writing Standards

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Grade-specific expectations for writing types are defined in standards 1-3 above.

<p>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>3.WL.o1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.</p> <p>3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.</p>
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5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.

3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.
3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).
3.WL.l2 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
3.WL.i2 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.
3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).
3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).
3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.
3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.
3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).
3.WA.1 Develop keyboarding skills.

Grade 4 Writing Standards

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Grade-specific expectations for writing types are defined in standards 1-3 above.

4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.

4.WL.o1 Produce a clear product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.

4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.

4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.

4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).

4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion),

4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).

4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.

4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).

4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.

4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.

4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.

4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.

6. With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).

4.WA.1 Develop keyboarding skills.

Grade 5 Writing Standards

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Grade-specific expectations for writing types are defined in standards 1-3 above.

5.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).

5.WL.h2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.

5.WP.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.

5. With 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 5.

5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).

5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).

5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).

5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.

5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.

6. With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

5.WA.2 Use technology to produce and publish writing, (e.g., use internet to gather information; use word processing to generate and collaborate on writing).

5.WA.1 Develop keyboarding skills.

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. (Not applicable to Grade 3)

Grade 3 Writing Standards

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

3.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.WP.i1 Recall relevant information from experiences for use in writing.
3.WL.h1 Recall information from experiences for use in writing.
3.WP.j1 Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.
3.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.
3.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) from text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
3.WI.k3 Locate important points on a single topic from two informational texts or sources.
3.WI.n2 Identify key details in an informational text.
3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.
W.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.
3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing from sources).

Grade 4 Writing Standards

7. Conduct short research projects that build knowledge about a topic.

4.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

4.WP.i1 Recall relevant information from experiences for use in writing.
4.WL.h1 Recall relevant information from experiences for use in writing.
4.WP.j1 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.
4.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.
4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.
4.WI.n1 Identify key details from an informational text.
4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing from sources).
4.WI.I2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing from sources).
4.WI.I4 Sort evidence collected from print and/or digital sources into provided categories.
5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.
4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.
4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.
4.WL.i2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing from sources).

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

- a. Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).

Grade 5 Writing Standards

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.WP.b2 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.

5.WL.a2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text) to the topic or text from print and/or digital sources.

5.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.

5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.

5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.

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

- a. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a dram, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points[s]”).

5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).

**Core Content Connectors by Common Core State Standards: English Language Arts,
Writing Standards Grades 6-8.**

MSAA Instructional Resource Guide, Revised July 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

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

Grade 6 Writing Standards

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.

<p>6.WP.c1 Write an introduction that introduces the writer's claim within persuasive text.</p> <p>6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</p> <p>6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.</p> <p>6.WP.e1 Use words, phrases and clauses to link claims, and reasons.</p> <p>6.WP.g1 Provide a concluding statement of section that follows the argument presented.</p> <p>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.</p>

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; 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.

6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).

6.WI.c1 Write an introduction that includes context/background information establishes a central idea or focus about a topic.

6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.

6.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.

6.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

6.WI.d2 Use precise language and domain specific vocabulary to inform about or explain the topic.

6.WI.e2 Maintain a consistent style and voice throughout writing.

6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.

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 events.

6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

6.WL.c1 Organize ideas and event so that they unfold naturally.

6.WL.c2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6.WL.d1 Use precise words and phrases, relevant descriptive details, relevant descriptive details, and sensory language to convey experiences and events.

6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.

6.WL.f1 Use figurative language appropriately, including similes and metaphors.

Grade 7 Writing Standards

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.

7.WP.k1 Write an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.

7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.

7.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources.

7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.

7.WP.m1 Maintain a consistent style and voice throughout writing.

7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.

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, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including 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 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.

7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).

7.WI.j3 Write an introduction that clearly previews information to follow.

7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.

7.WI.k1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

7.WI.l1 Use precise language and domain specific vocabulary to inform about or explain the topic.

7.WI.l2 Maintain a consistent style and voice throughout writing.

7.WI.n1 Provide a concluding statement or section that follows from and supports the information.

7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.

7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.

7.WL.k1 Organize ideas and event so that they unfold naturally.

7.WL.k2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.

7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.

Grade 8 Writing Standards

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. Provide logically ordered reasons that are supported by facts and details.
 - 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.

8.WP.k1 Write an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.

8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.

8.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources.

8.WP.l2 Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.

8.WP.m1 Maintain a consistent style and voice throughout writing.

8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.

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, 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.

Grade 7 Writing Standards

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.

7.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader).

7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.

7.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.

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 common of language standards 1-3 up to and including grade 7.

7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).

7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).

7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.

7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).

7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.

6. Use technology, including the internet, to produce and publish writing and to link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7.WA.3 Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).

Grade 8 Writing Standards

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.

8.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).

8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.

8.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to persuade), and audience.

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 1-2 up to and including grade 8.

8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).

8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).

8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.

8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).

8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.

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.

8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).

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.

Grade 6 Writing Standards

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

6.WI.b3 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

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.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.
6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.

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.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).

Grade 7 Writing Standards

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.WI.i5 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7.WP.j3 List internet search terms for a topic of persuasive writing.

7.WI.i1 List internet search terms for a topic of study.

7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.

7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.

7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

7.WP.j7 Use a standard format to write citations.

7.WI.i4 Use a standard format to write citations.

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 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 notification (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).

7.WA.2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.

Grade 8 Writing Standards

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.WI.i4 Follow steps to complete a short research project (e.g., determining topic, locating information of a topic, organizing information related to the topic, drafting a permanent product).

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.

8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

8.WI.i3 Use a standard format to produce citations.

8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.

8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

8.WP.j4 Use a standard format to write citations.

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).

8.WA.2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.

**Core Content Connectors by Common Core State Standards: English Language Arts,
Writing Standards Grades 9-12.**

MCAA Instructional Resource Guide, Revised July 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Writing

Text Types and Purpose

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

Grade 9-10 Writing Standards

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.

910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.

910.WP.b4 Identify claim(s) from alternate or opposing claim(s) in writing.

910.WP.b5 Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reason, and evidence.

910.WP.b6 Identify evidence for claim(s) and counterclaim(s).

910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.

910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.

910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.

910.WP.d1 Maintain a consistent style and voice throughout writing.

910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.

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.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- 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.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications of the significance of the topic).

910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.

910.WI.b3 Write an introduction that clearly previews information to follow.

910.WI.b4 Select relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.

910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.

910.WI.d2 Maintain a consistent style and voice throughout writing.

910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.

910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.

910.WL.b2 Engage and orient the reader to the narrator and/or characters.

910.WL.e1 Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).

910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.

910.WL.c2 Sequence events so that they build on one another to create a coherent whole.

910.WL.c1 Create a smooth progression of experiences or events.

910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Grade 11-12 Writing Standards

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.

1112.WP.b3 introduce claim(s) for an argument that reflects knowledge of the topic.

1112.WP.b4 Use context or related text to establish the significance of the claim(s).

1112.WP.b5 Identify claim(s) from alternate or opposing claim(s) in writing.

1112.WP.b6 Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) logically sequencing claim(s), counterclaims, reason, and evidence.

1112.WP.b7 Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.

1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.

1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.

1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.

1112.WP.d1 Maintain a consistent style and voice throughout writing.

1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.

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.

- 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.
- 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.
- 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.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- 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).

1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.

1112.WI.b3 Write an introduction that clearly previews information to follow.

1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.

1112.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

1112.WI.d1 Use precise language, domain-specific vocabulary to manage the complexity of the topic.

1112.WI.d2 Maintain a consistent style and voice throughout writing.

1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.

1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, and descriptive details which support the main ideas.

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

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build one another to create a coherent whole and build towards a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflect on what is experienced, observed, or resolved over the course of the narrative.

1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.

1112.WL.b2 Engage and orient the reader to the narrator and/or characters.

1112.WL.e1 Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how characters have changed perspectives).

1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.

1112.WL.c2 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).

1112.WL.c1 Create a smooth progression of experiences or events.

1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Grade 9-10 Writing Standards

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.

910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).

910.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to inform), or audience.

910.WL.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), or audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Editing for conventions should demonstrate command of language standards 1- 3 on up to and including grades 9-10.

910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.

910.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).

910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).

910.WI.f2 Strengthen writing by revising and editing.

910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).

910.WP.f2 Strengthen writing by revising and editing.

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.

910.WA.1 Use technology to produce and publish writing (e.g., use internet to gather information, word processing to generate and collaborate on writing).

Grade 11-12 Writing Standards

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.

1112.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).

1112.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.

11-12.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), or audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Editing conventions should demonstrate command of language standards 1-3 up to and including grades 11-12.

1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.

1112.WL.a1 Develop a plan for writing (e.g., choose a topic introduce story elements, develop storyline, conclude story).

1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop claim, develop a counter claim, conclude argument).

1112.WI.f2 Strengthen writing by revising and editing.

1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).

1112.WP.f2 Strengthen writing by revising and editing.

6. Use technology, including the internet, to produce, publish, and update our individual or shared writing products in response to ongoing feedback, including new arguments or information.

1112.WA.1 Use technology to produce and publish writing (e.g., use internet to gather information, word processing to generate and collaborate on writing).

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.

Grade 9-10 Writing Standards

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.

910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

910.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.

910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.

910.WI.a2 Integrate information presented by others into the writing product while avoiding plagiarism.

910.WP.b7 Integrate information presented by others into the writing product while avoiding plagiarism.

910.WI.a3 Use a standard format to write citations.

910.WP.b8 Use a standard format to write citations.

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).

910.WA2 Provide evidence from literary or information texts to support analysis, reflection, and research.

910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.

Grade 11-12 Writing Standards

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.

1112.WI.a4 Follows steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

1112.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.

1112.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.

1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.

1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.

1112.WI.a3 Use a standard format to write citations.

1112.WP.b9 Use a standard format to write citations.

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 on 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 US texts including the application of constitutional principles and use of legal reasoning [e.g., in US Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential address]).

1112.WA2 Provide evidence from literary or information texts to support analysis, reflection, and research.

1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.