

HIGHLIGHT THE SHIFTS FROM GRADE TO GRADE: WHAT IS NEW?

ELA CCSS for Writing - W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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 . . .).	Write opinion pieces in which they <u>introduce the topic</u> or name the book they are writing about, state an opinion, <u>supply a reason for the opinion, and provide some sense of closure.</u>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 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. 	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.

FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS IS STANDARDS-DRIVEN

ELA CCSS for Writing

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

Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>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>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), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim(s), 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>

FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS IS STANDARDS-DRIVEN

#	History/SS, Sci, Tech Subjects CCSS for Writing	Grades 6-8	Grades 9-10	Grades 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>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaim(s), reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.

FOCUS ON CLAIMS/EVIDENCE/ANALYSIS IS STANDARDS-DRIVEN

ELA CCSS for Writing

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Participate in shared research and writing projects.	Participate in shared research and writing projects.	Participate in shared research and writing projects.	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.8 Gather relevant information from multiple print and digital sources, assess the credibility of each source, and integrate the information while avoiding plagiarism.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.	Recall information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.
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W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

Begins in grade 4	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”).	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 point[s]”).
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FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS IS STANDARDS-DRIVEN

#	ELA CCSS for Writing	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question) to solve a problem, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short 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.	Conduct short research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the credibility 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.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the credibility of each source in answering the research question; 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.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Apply grade 6 reading standards	Apply grade 7 reading standards	Apply grade 8 reading standards	Apply grades 9-10 reading standards	Apply grades 11-12 reading standards

FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS IS STANDARDS-DRIVEN

#	History/SS, Sci, Tech Subjects CCSS for Writing	Grades 6- 8	Grades 9-10	Grades 11-12
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question (including a self-generated question) to solve a problem, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short 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.	Conduct short research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the credibility 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.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the credibility of each source in answering the research question; 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.
9	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.

FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS IS STANDARDS-DRIVEN

ELA CCSS for Informational Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS IS STANDARDS-DRIVEN

#	ELA CCSS for Informational Reading	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text, including determining where the text leaves matters uncertain.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.	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.	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.	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.	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS IS STANDARDS-DRIVEN

#	History/SS, Sci, Tech Subjects CCSS for Informational Reading	Grades 6 - 8	Grades 9-10	Grades 11-12
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Cite specific textual evidence to support analysis of science and technical texts.</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gain from specific details to an understanding of the text as a whole.</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p>	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<p>Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>Integrate information from diverse sources, bot primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

**FOCUS ON CLAIMS, EVIDENCE AND ANALYSIS
IS STANDARDS-DRIVEN**

What are the instructional implications for you?

Your Grade?

Your School?

Your District?