

Facilitator's Packet for

Essential Skill of Writing: In-Depth Training

Ideas/Content & Organization

For Content Area Teachers

This packet contains the following:

- Facilitator's Agenda
- PowerPoint Slides with Facilitator's notes
- Scoring Guides for Ideas/Content & Organization
- Common Core State Standards for Writing in History/ Social Studies, Science, and Technical Subjects



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Essential Skill of Writing: In-Depth Training for Content Area Teachers
Ideas & Content and Organization
AGENDA: 3 to 3 ½ hours

<p>5 -7 minutes</p>	<p>1. Welcome and Introductions</p> <ul style="list-style-type: none"> • May be done by the host or by the presenter. • Focus on making participants feel welcome and let them know what to expect • Take care of any housekeeping details • Handout: Participant's Packet
<p>PowerPoint Overview Introduction Slides 1 – 12</p> <p>10 – 15 minutes</p>	<p>2. The Essential Skill of Writing: Ideas/Content & Organization for Content Area Teachers</p> <ul style="list-style-type: none"> • Materials: Laptop with PowerPoint & projector • Participant Packet: Ideas/Content & Organization for Content Teachers contains all handouts referred to in the PowerPoint presentation. • Facilitator's Packet: contains PowerPoint notes and other handouts used in PowerPoint <p>Note: Allow about 15 minutes to get through slides 1-12, setting the stage for scoring.</p>
<p>Focused training & paper scoring</p> <p>2 – 2.5 hours</p>	<p>3. PowerPoint Presentation: Slides 13-15 introduce Ideas & Content – leading to practice scoring papers; Slides 17 -21 do the same for Organization</p> <ul style="list-style-type: none"> • Student Writing Packet: contains student papers that will be used for scoring during this session and in other in-depth trainings on additional traits. • Facilitator's Guide to Leading the Scoring Session: contains key to student writing packet, commentaries on each paper, and suggestions for sequencing use of the papers through all 6 traits <p>Facilitators have been provided with Commentary for each student paper. These Commentary sheets are not included in the participant's packet. It is recommended that you wait until the in-depth training sessions are completed to provide these to participants because the same papers will be used throughout the in-depth trainings.</p> <p>Consider collecting Student Writing Packets between workshops unless you are confident that participants will remember to bring them to the next session.</p>

Optional – 10 - 20 minutes	<p>4. PowerPoint Presentation: Slides 22 & 23 focus on newly adopted Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none"> Participants have a copy of the standards for writing in content areas in their packet. Participants could pair and share, do small groups discussion and report out, or (depending on the size of the group) discuss as a whole where they see connections between Ideas & Content and Organization with the new standards. They can find the complete standards (including reading in content areas) at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf Materials: Easel with chart paper, white board, or small groups report out.
5 - 10 minutes	<p>5. Optional Question & Answer or Summary: PowerPoint Slides 24 & 25 list resources and provide a final slide to end the session. Remind participants of future sessions on Sentence Fluency and Conventions & (optional) Voice and Word Choice.</p>
Total = 3 – 3 ½ hours	

The Essential Skill of Writing

Ideas/Content and Organization
For Content Area Teachers

An In-Depth Training Session



Intro slide – get participants comfortable and oriented

Goals for this Workshop

Participants will

1. Understand the key components of the traits of Ideas/Content and Organization
2. Recognize student performance at different score levels for Ideas/Content and Organization



These are the main goals for this session. Remind participants that there are other sessions for Sentence Fluency and Conventions and for Voice and Word Choice (optional).

Goals, continued

3. Develop expertise in scoring student writing for classroom and Essential Skills purposes in Ideas/Content and Organization
4. Understand how CCSS for Writing in History/Social Studies, Science and Technical Subjects align with Oregon's writing assessment model



These goals are to help teachers see the use of the scoring guide, both now and in the future.

SCORING ISSUES



This section will allow you to briefly take participants through some of the issues that affect raters. Some are not as critical for classroom use, but it is helpful for teachers to think through how they may be influenced when scoring student work.

Scoring Issues

- Four modes – Expository, Persuasive, Narrative, Imaginative
- Rater bias
- Response to topic
- Purpose of assessment



Short section follows on these 4 issues.

Oregon aligns with Common Core State Standards

Oregon Modes of Writing

- Persuasive
- Expository
- Narrative
- Imaginative

CCSS Text Types & Purposes

- Arguments asserting and defending claims
- Informative/Explanatory
- Narratives – real or imagined



This shows Oregon's Modes of Writing compared to the Text Types and Purposes in the newly adopted Common Core State Standards. Participants have a handout in their packet that shows both Oregon and CCSS in more detail. Purpose is for teachers to see that these modes have been around a long time and will continue in the future.

Writing in Content Classes

Student writing for content classes is more likely to be expository or persuasive.



Ask teachers about the types of writing assignments they give students or that they foresee that they might assign – most will be informative/explanatory (expository) or what CCSS calls “argument” which is to take a stand or support ideas using valid reasoning, evidence, etc. This is a little different from our “persuasive” mode, but generally calls for the same types of skills – analyze, build a case, provide supporting details, etc. All of these have a strong influence in the score for Ideas and Content.

RATER BIAS



WHAT INFLUENCES STUDENT SCORES?

Introduce idea of rater bias. Teachers need to be aware of sources of bias when scoring their own students' work.

Sources of Rater Bias

- Appearance of paper (neat, legible, etc.)
- Conflict with personal opinions, beliefs, values
- Religious or political themes
- Profanity or extreme violence
- Sympathy score (student really tries hard)
- Pet Peeve



Walk through this short list to see what participants think about each. Have them add any others that they believe may influence them. By examining biases, teachers should seek to avoid allowing these to influence their score for a paper.

RESPONSE TO TOPIC



PURPOSE OF ASSESSMENT

Two areas that are different depending on whether the assessment is a classroom assignment or a work sample for Essential Skills proficiency.

Classroom Assessment vs. Essential Skills

Response to Topic

- Important for Classroom Assignments
- Does not affect Ideas and Content for Essential Skills Work Samples

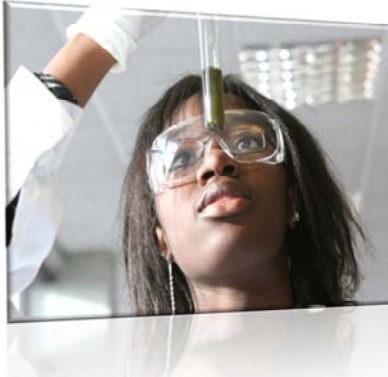


Teachers may choose to penalize students if they do not adhere to a classroom assignment. (Hint: were expectations complete and clear: did students see models, have checkpoints along the way, etc.) For Essential Skills work samples, the student does not need to respond exactly to the prompt – they may take an idea in a different direction, and it can still be a valid work sample for the purpose of Essential Skill proficiency.

Classroom Assessment vs. Essential Skills

Purpose of Assessment

- Consider purpose when deciding which traits to score – Classroom assignment? Formative assessment? Summative assessment? Essential Skills Work Sample?



As teachers think about different uses of writing, they may also consider which traits to score for a particular purpose. For Essential Skills, the 4 required traits of Ideas/Content, Organization, Sentence Fluency, and Conventions must be scored.

IDEAS AND CONTENT



Time to dig into the meat of the session! Use your experience and skills to help participants internalize the important considerations in Ideas and Content.

Ideas and Content

- ❖ Clear?
- ❖ Focused?
- ❖ ENOUGH developmental details?
- ❖ Details relevant to main ideas?



These are key elements addressed in the 4 level of the scoring guide. It is important for participants to see that a paper that scores a 4 in Ideas and Content is not perfect – but it has more strengths than weaknesses.

Use this slide and the next as you walk participants carefully through the key concepts in Ideas and Content. Recommended: Teachers use highlighters to mark words or phrases that help them understand this trait.

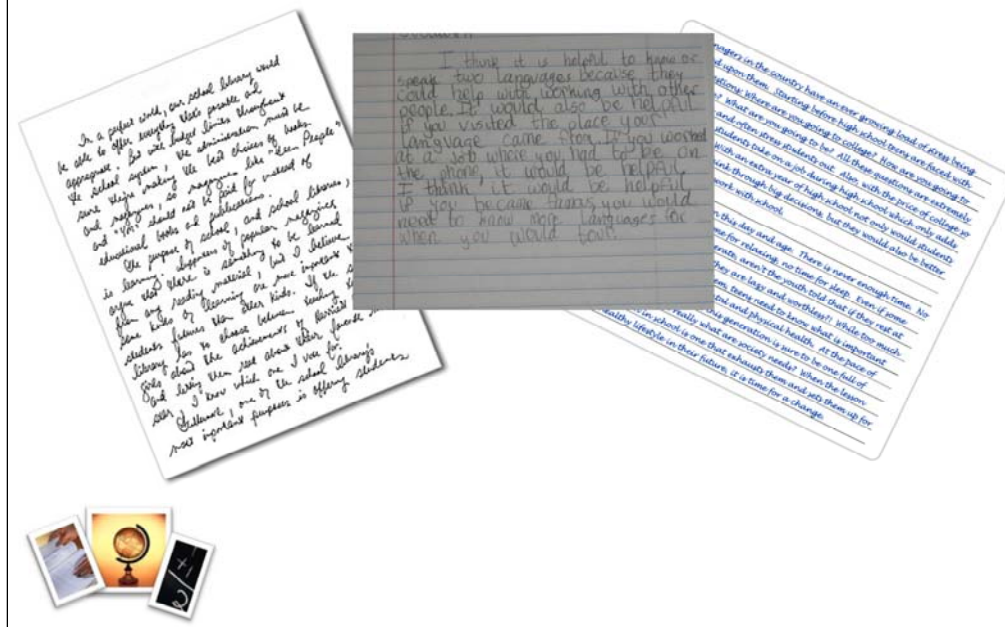
Let's Review the Scoring Guide



Highlight words and phrases that help distinguish a score of 3 from a 4 in Ideas and Content

The most critical differentiation occurs at the 3 and 4 score points. Don't neglect the other scores, however.

Let's Score some Papers!



You have a set of papers with scores and commentary. Suggestions are included in the facilitator's packet for which papers to score for Ideas and Content. Participants have the student papers, but no commentary. Papers will be used repeatedly through all in-depth training session on the traits.

Recommended: do not provide commentary to participants until all training sessions have been completed – A. Ideas/Content and Organization; B. Sentence Fluency and Conventions; C. (optional) Voice and Word Choice.

ORGANIZATION



Introduction to Organization

Organization

- ❖ Can you follow the writing?
- ❖ Introduction: developed?
- ❖ Conclusion: developed?
- ❖ Transitions: present? kinds of?
(between and within paragraphs)
- ❖ Paragraph breaks?

These are key points from the scoring guide. Again, walk participants through the traits. Use highlighters as helpful.

Next 2 slides add more about Organization.

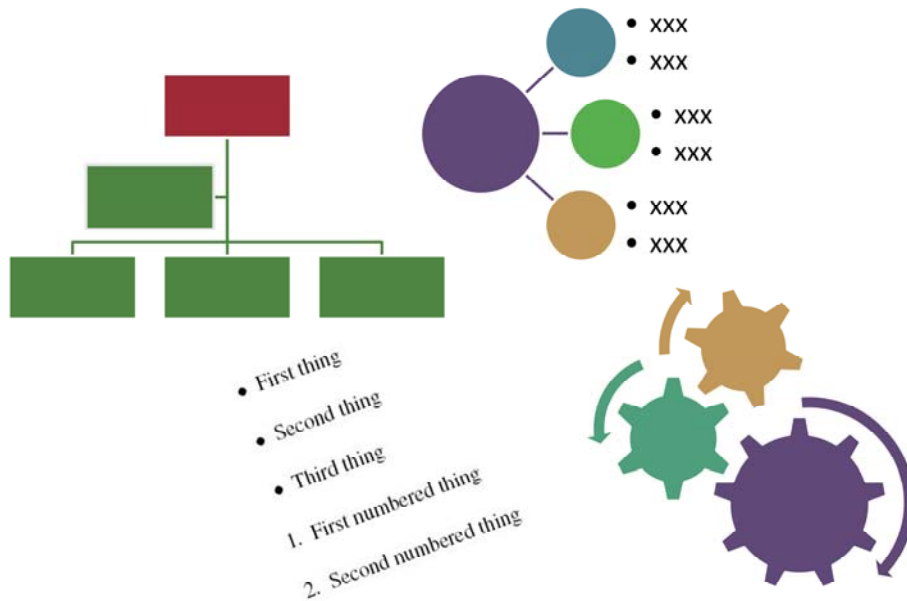
Let's Review the Scoring Guide

Highlight words and phrases that help distinguish a score of 3 from a 4 in Organization



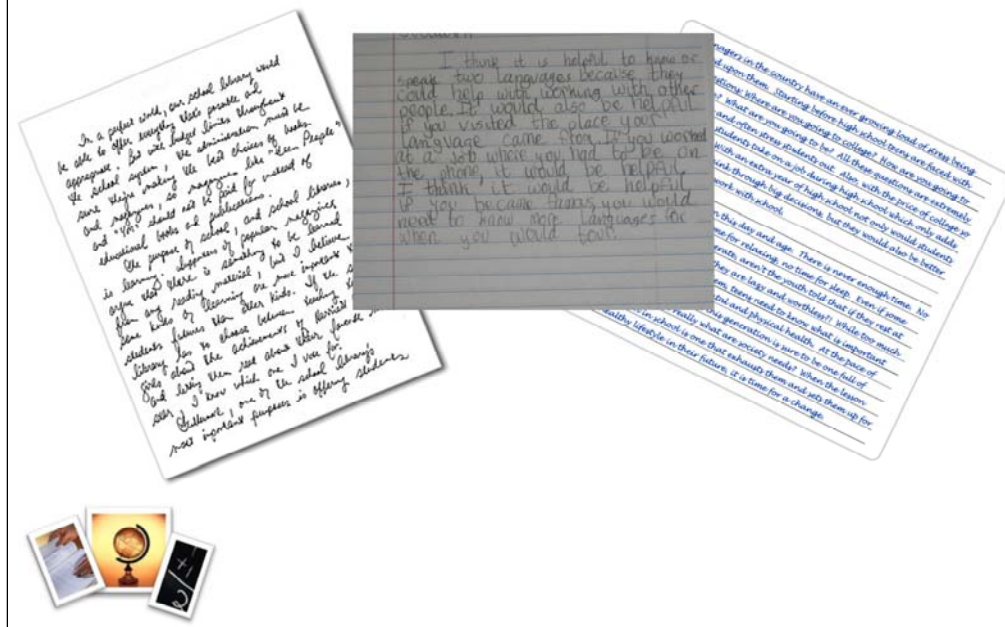
Again, focus is on helping participants distinguish between a 3 and 4, but go over other score points as well.

Many Ways to Organize



This slide is intended to help you point out that organization is not always Intro, 3 body paragraphs, & conclusion. However, that basic organization is not wrong, nor is it penalized. Participants need to be open to different types of organization – even those that emerge “organically.”

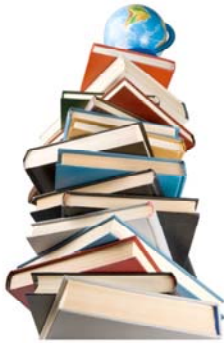
Let's Score some Papers!



Time to rate student papers. Again, your facilitator list will identify papers that would be good exemplars of organization.

Common Core State Standards

- Adopted by Oregon State Board of Education
- Require Literacy Instruction in History/Social Studies, Science and Technical Subjects



This slide and the next one are intended to raise content area teachers awareness that the new Common Core State Standards, adopted by the State Board, include specific standards for literacy in disciplines. The 10 standards for **writing** are included in the participants' packet.

Comparing Oregon & CCSS

- Where do you find words and phrases that echo concepts in Ideas and Content?
- Where do you find words and phrases that echo concepts in Organization?
- What modifications and adjustments do you foresee for writing in content classes?



If time allows, and as the scoring guide is fresh in their minds, have participants read through the standards (perhaps working in pairs or small groups) to identify where concepts in the CCSS document align with what they learned today about the two traits. The last bullet could bring out a variety of ideas and emotions, so consider how much time you want to allocate to this issue.

Resources to Practice Scoring

- ODE High School Writing Samples:
<http://www.ode.state.or.us/search/page/?=527>
- OPEN Scoring Site:
<http://www.openc.k12.or.us/scoring/>
- Clackamas ESD Writing Samples
<http://www.clackesd.k12.or.us/cie/writing.html>



These are three resources where teachers can find papers to score for Ideas & Content and then compare their scores with the official scores.

Thank you for your attention!



Final slide – Remind participants of training sessions on Sentence Fluency & Conventions and on Voice & Word Choice (optional). If you have scheduled these sessions, give the dates and encourage participation.

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ARGUMENTATIVE/PERSUASIVE

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

- Introduce precise, knowledgeable claim(s)
- Distinguish the claim(s) from alternate or opposing claims
- Create organization that establishes relationships among claims and/or counterclaims
- Develop claims/counterclaims thoroughly with relevant evidence
- Point out strengths and limitations of claims/counterclaims using awareness of audience's knowledge, concerns, values and beliefs
- Use words, phrases and clauses to link sections of the text and clarify the relationships between claim(s), reason(s), and evidence
- Establish formal style while attending to conventions of writing
- Provide a concluding statement or section that follows from and supports the argument presented.

INFORMATIVE/EXPLANATORY

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

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

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations

Use appropriate, varied transitions to link major sections of the text and clarify relationships among ideas and concepts

Use precise language and domain-specific vocabulary

Establish formal style while attending to conventions of writing

Provide a concluding statement or section that follows from and supports the information or explanation presented

NARRATIVE

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

- Engage and orient the reader by setting out a problem or situation and its significance
- Establish one or multiple point(s) of view, introduce a narrator and/or characters
- Create a smooth progression of events
- Use narrative techniques, such as dialogue, pacing, description, reflection, to develop experiences, events, and characters
- Use a variety of techniques to sequence events and create a particular tone/outcome
- Use precise words, phrases, details and sensory language to convey a vivid picture of the events, setting and/or characters
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Research

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.

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

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OREGON WRITING MODES

DESCRIPTIVE

Writing makes an event, place, person or situation spring to life in the reader's mind by creating pictures with words. Such writing gives the reader the strong sense of being there, reinventing reality in the reader's mind.

- strong, vivid image or impression
- numerous, well-chosen details
- notices what others might overlook
- appeals to senses (as appropriate)
- reader feels part of the experience
- reader can picture/feel what the story is about

PERSONAL NARRATIVE

The story recreates an experience, real or imagined. Four key elements include: characters, setting, conflict, and events that are central to the plot.

- recounts personal experience
- real or plausible
- clear, strong storyline
- momentum – something happens
- easy to paraphrase
- complete, stand-alone story
- good balance of detail
- integrates details
- reason for telling

EXPOSITORY

Writing is meant to inform first, but often to entertain as well. The writer draws on his/her own experience and from sources. The writer shows enough knowledge of the topic to choose information in an order that makes it both clear and interesting.

- gives information
- explains, defines, teaches, clarifies
- facts or examples strongly supported through explanation
- enhances reader's understanding
- anticipates readers' needs with enough information and right information
- writer knows the topic well

PERSUASIVE

The writer crafts an argument, using a combination of logic, wit, winning expression, and skillfully presented evidence. The purpose is to influence the reader's thinking, and sometimes to change his/her mind about something or prompt some action.

- clear statement of central issues
- strong compelling arguments
- opposing arguments considered, refuted
- writer's position is clear, unwavering
- focus on key issues
- enough information to guide discussion
- reader feels convinced, respects writer's position

SELECT A MODE
THAT FITS YOUR

PURPOSE

AND YOUR

AUDIENCE

FICTIONAL NARRATIVE

Writing ventures beyond the known and familiar into new, uncharted territory. The writer is free to create, explore, get inside another's head, bend the rules of logic and order but remains in control, making new connections between the new and the familiar.

- inventive, highly individual
- unique perspective
- fresh ideas, personalized
- connections others haven't made
- beyond the obvious, makes the reader think
- ideas insightful, spontaneous, unpredictable
- writer creates his/her own reality

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OREGON DEPARTMENT OF EDUCATION

OFFICIAL SCORING GUIDE, WRITING

Ideas and Content	
<p>6</p> <p>The writing is exceptionally clear, focused, and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced, in-depth explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose. 	<p>5</p> <p>The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
<p>4</p> <p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s). • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored / explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose. 	<p>3</p> <p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas; or points that echo observations heard elsewhere; or a close retelling of another work. • support that is attempted, but developmental details are often limited, uneven, somewhat off-topic, predictable, or too general (e.g., a list of underdeveloped points). • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics.
<p>2</p> <p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail. 	<p>1</p> <p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or nonexistent; the paper is too short to demonstrate the development of an idea.

OREGON DEPARTMENT OF EDUCATION

OFFICIAL SCORING GUIDE, WRITING

Organization	
<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed. 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by</p> <ul style="list-style-type: none"> • effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed.
<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing and paragraph breaks. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses. 	<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing and paragraph breaks, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g., “My topic is...”; “These are all the reasons that...”). • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear; a lack of paragraph breaks. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing and paragraph breaks. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

Draft Comparison

CCSS Standards for Grades 11&12 Writing & Oregon Writing Scoring Guide (Level 5 Descriptors)

The Common Core State Standards were adopted by the Oregon State Board of Education in October 2010. There are 10 College and Career Readiness Standards for Writing. These are followed by grade-level specific standards in alphabetic order. This document compares the grade-level writing standards for Grades 11 & 12 with the traits and bulleted details under each trait at the score level of 5 on the Oregon Writing Scoring Guide. (Grades 9 & 10 grade-level standards are very similar.) This is not a comprehensive comparison. Instead, the purpose is to identify common purposes between existing practice in Oregon and the new Common Core State Standards.

CCR Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **Oregon Mode:** Persuasive Writing

Common Core State Standards	Oregon Writing Scoring Guide (Score Level 5)
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.	Ideas & Content <ul style="list-style-type: none"> supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. Organization <ul style="list-style-type: none"> effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow.
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.	Ideas & Content <ul style="list-style-type: none"> supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. content and selected details that are well-suited to audience and purpose.
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.	Sentence Fluency <ul style="list-style-type: none"> variation in sentence structure, length, and beginnings that add interest to the text. sentence structure that enhances meaning. Ideas & Content <ul style="list-style-type: none"> the writing makes connections and shares insights. Organization <ul style="list-style-type: none"> smooth, effective transitions among all elements (sentences, paragraphs, ideas)
d. Establish and maintain a formal style and objective tone while attending to the norms and	Voice <ul style="list-style-type: none"> an appropriate level of closeness to or distance from the audience (e.g., a

conventions of the discipline in which they are writing.	<p>narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.)</p> <ul style="list-style-type: none"> • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction <p>Conventions</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
e. Provide a concluding statement or section that follows from and supports the argument presented.	<p>Organization</p> <ul style="list-style-type: none"> • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.

CCR Standard 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. **Oregon Mode:** Expository Writing

<p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Ideas & Content</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose. <p>Organization</p> <ul style="list-style-type: none"> • effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, ideas).
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	<ul style="list-style-type: none"> • details that fit where placed.
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.	Ideas & Content <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
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.	Organization <ul style="list-style-type: none"> • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed. Sentence Fluency <ul style="list-style-type: none"> • sentence structure that enhances meaning.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Word Choice <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used.
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.	Voice <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.) • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. Conventions <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text.

	<ul style="list-style-type: none"> • correct spelling, even of more difficult words. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<p>Organization</p> <ul style="list-style-type: none"> • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. <p>Ideas & Content</p> <ul style="list-style-type: none"> • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.

CCR Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Oregon Mode: Narrative and Imaginative**

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.	<p>Ideas & Content</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose. <p>Organization</p> <ul style="list-style-type: none"> • effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p>Voice</p> <ul style="list-style-type: none"> • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. <p>Sentence Fluency</p>

	<ul style="list-style-type: none"> • stylistic control; dialogue, if used, sounds natural. Word Choice <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing • words that evoke clear images; figurative language may be used
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Organization <ul style="list-style-type: none"> • effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed. Word Choice <ul style="list-style-type: none"> • words that evoke clear images; figurative language may be used. Ideas & Content <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Word Choice <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Organization <ul style="list-style-type: none"> • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.

CCR Standard 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.)*

CCR Standard 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 up to and including grades 11–12.)*

CCR Standard 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in

response to ongoing feedback, including new arguments or information.

CCR Standard 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. (**Oregon Writing Scoring Guide** includes a trait for Citing Sources to be used with short or longer research projects.)

CCR Standard 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. (**Oregon Writing Scoring Guide** includes a trait for Citing Sources to be used with short or longer research projects.)

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

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	

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

Writing Terminology Compared: WRITING Common Core State Standards (CCSS) and the Oregon Writing Standards

In April 2011, representatives from higher education, districts, and Education Service Districts collaborated to design and draft transition resources for the English Language Arts Common Core State Standards (CCSS). As context for this work, comparisons between the Common Core (adopted in October 2010) and Oregon’s English language arts standards (adopted in 2003) were reviewed using the [ELA Crosswalk](#).

“Writing Terminology Compared” was designed by

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Writing Terminology Compared: WRITING Common Core State Standards (CCSS) and the Oregon Writing Standards

(See also CCSS **Glossary of Key Terms**, [Appendix A](#), pp. 45-46)

CCSS Writing Standards	Grades (CCSS)	CCSS Terms	Grades (Oregon)	Oregon Terms	Discussion
1	K-5	<i>Opinion pieces</i>	4 - 9/10	<i>Persuasive compositions</i>	The distinction is that the CCSS calls for students to express and support their opinions rather than persuade the reader to agree with them. (See <i>Arguments</i> below.)
1, 2	2-3	<i>Linking words and phrases</i>	4-6 9/10	<i>Transitions</i> <i>Conjunctions, transitional elements</i>	
1, 2	6-11/12	<i>Arguments</i>	4 - 9/10	<i>Persuasive compositions</i>	<p>These terms are sometimes used synonymously, but there are distinctions between the CCSS and Oregon Standards.</p> <p>The purpose of the argumentative essay is to establish the soundness or validity of one's own position through reasons and evidence while the purpose of the persuasive essay is to persuade the reader to adopt that position. Whereas opposing viewpoints may be acknowledged in persuasive essays, the CCSS Writing Standard 1 calls for students to develop counterclaims "fairly and thoroughly" at the upper grade levels. The effective difference between the intent of these two terms varies at different grade levels.</p> <p>For instance, at grade 4, the intent of the two terms is different:</p> <ul style="list-style-type: none"> • The Oregon EL.04.WR.26 calls for students "to convince the reader to take a certain action or to avoid a certain action." • The CCSS Writing Standard 1 at grade 4 is "Write opinion pieces on topics or texts, supporting a point of view with reasons and information." • This CCSS is consistent with the CCR "... to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence." <p>However, at grades 6 through 9-10, there may be less effective difference, depending on the extent to which students responded to the part of the Oregon standards calling for them to "address counter-arguments/counter-claims."</p>

CCSS Writing Standards	Grades (CCSS)	CCSS Terms	Grades (Oregon)	Oregon Terms	Discussion
					Finally, there may be a consequent difference in organization: While the persuasive essay may use the basic essay format (the "five paragraph format"), at the upper grades the well-developed argumentative essay may require a different organizational structure to present and address counterclaims. Three example formats are explained on the Essay Writing Help.com website at http://www.essaywritinghelp.com/argumentative.htm
1, 2	7 - 11/12	<i>Cohesion</i>	6, 9/10 8	<i>Unify, Coherence</i> <i>Coherent</i>	
1, 2	11/12	<i>Varied syntax</i>	4 8 - 9/10 7	<i>Variety of sentence patterns</i> <i>Varied sentence types</i> <i>Vary sentence beginnings</i> <i>(also, specific structures, e.g., infinitives, subordination, coordination, apposition, etc.)</i>	
1, 2	6 -11/12 9/10 - 11/12	<i>Formal style</i> <i>Objective tone</i>	5-6 8 9/10	<i>Adjusting tone and style as appropriate</i> <i>Establishing tone and mood</i> <i>Consistent tone</i>	<p>Oregon Standards do not call specifically for a formal style or objective tone, and this element in the CCSS raises the level of rigor for students.</p> <p>Some characteristics of academic formal style</p> <ul style="list-style-type: none"> • <u>Subject matter</u> is substantial. • <u>Vocabulary</u> is precise, concise and advanced, often scholarly or technical. Slang, contractions, colloquial expressions are absent. • <u>Sentences</u> are longer and more complex with subordination, longer verb phrases. • <u>Tone</u> is serious, polite but impersonal, without attempts to be clever or humorous; <i>the reader</i> or <i>one</i> is used instead of <i>you</i> or <i>I</i>. • <u>Grammatical rules</u> are observed. <p><u>Passive</u> voice may be used; <u>expletive pronouns</u> (it, there) may be used as subjects (avoiding overuse in each case).</p>

CCSS Writing Standards	Grades (CCSS)	CCSS Terms	Grades (Oregon)	Oregon Terms	Discussion
2	K - 11/12	<i>Informative/explanatory texts</i>	1 2 3 4 5-8 9/10	<i>Expository descriptions</i> <i>Informative reports</i> <i>Descriptive pieces</i> <i>Informational reports</i> <i>Research reports</i> <i>Analytical and research reports</i>	
2	3 - 11/12	<i>Introduce a topic</i>	2 4 5 7 8 9/10	<i>Introductory sentence</i> <i>Create ... a topic sentence, establish ... a central idea</i> <i>Establish a main idea</i> <i>State the thesis</i> <i>Specify a thesis</i> <i>Establish a coherent ... thesis</i>	
2	4 - 11/12	<i>Domain-specific vocabulary</i>	9/10	<i>Technical terms</i>	Domain-specific vocabulary would include terms from the other subject areas (e.g., health, science, social studies).
3	K	<i>Narrate a single event or several loosely linked events</i>	K - 1	<i>Write brief stories</i>	
3	1 - 11/12	<i>Write narratives</i>	1 2 3 4 5-6 7 8-9/10	<i>Write brief stories</i> <i>Write brief narratives</i> <i>Write narratives</i> <i>Write personal narratives</i> <i>Write fictional narratives</i> <i>Write fictional or autobiographical narratives and short stories</i> <i>Write biographical or autobiographical narratives</i>	

CCSS Writing Standards	Grades (CCSS)	CCSS Terms	Grades (Oregon)	Oregon Terms	Discussion
3	1- 3	<i>Temporal words</i>	1-2	Implied in <i>Sequence ... events</i>	Temporal words refer to time. Some that might be used at the primary level include <i>yesterday, now, when, first, second, next, last, later, before</i> .
3	5 - 11/12	<i>Narrative techniques</i>	6 7 8	<i>Narrative devices</i> <i>appropriate strategies</i> <i>narrative and descriptive strategies</i>	The narrative techniques are enumerated in the CCSS at each level (e.g., "dialogue, pacing, description, reflection, and multiple plot lines").
5	2 - 11/12	<i>Planning revising, editing, rewriting, or trying a new approach</i>	1-9/10	<i>Writing process</i>	
9	4 - 11/12	<i>Literary or informational text</i>	1-9/10	<i>Literature/Literary Text</i>	CCSS "informational text" includes literary non-fiction, which is included as literature in Oregon's standards.

Additional resources for CCSS ELA may be found at <http://www.ode.state.or.us/search/page/?id=3359>

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COMMON CORE STATE STANDARDS FOR

Literacy in History/Social Studies,
Science, and Technical Subjects
(Writing Standards Only)



College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<div>1. Write arguments focused on <i>discipline-specific content</i>.<div>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</div><div>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</div><div>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</div><div>d. Establish and maintain a formal style.</div><div>e. Provide a concluding statement or section that follows from and supports the argument presented.</div></div>	<div>1. Write arguments focused on <i>discipline-specific content</i>.<div>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</div><div>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.</div><div>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.</div><div>e. Provide a concluding statement or section that follows from or supports the argument presented.</div></div>	<div>1. Write arguments focused on <i>discipline-specific content</i>.<div>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 the claim(s), counterclaims, reasons, and evidence.</div><div>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</div><div>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.</div><div>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.</div><div>e. Provide a concluding statement or section that follows from or supports the argument presented.</div></div>

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
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.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, 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.	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.	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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
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.	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.	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.
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. 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.	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 specific 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.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.