


The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, all standards should be addressed in instruction throughout the school year.


In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Writing strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (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. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

<ul style="list-style-type: none"> ● Text Types and Purposes <ul style="list-style-type: none"> ○ CCSS.W.11.1 ○ CCSS.W.11.2 ○ CCSS.W.11.3 ● Production and Distribution of Writing <ul style="list-style-type: none"> ○ CCSS.W.11.4 ○ CCSS.W.11.5 ○ CCSS.W.11.6 	<ul style="list-style-type: none"> ● Research to Build and Present Knowledge <ul style="list-style-type: none"> ○ CCSS.W.11.7 ○ CCSS.W.11.8 ○ CCSS.W.11.9 ● Range of Writing <ul style="list-style-type: none"> ○ CCSS.W.11.10
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W.11.1		
	Anchor Standard: Writing <i>W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i>	
Grade	CCSS Domain	CCSS Strand
11	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<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"> a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e) Provide a concluding statement or section that follows from and supports the argument presented. 	<p><i>Previous Grades:</i> W.K.1, W.1.1, W.2.1, W.3.1, W.4.1, W.5.1, W.6.1, W.7.1, W.8.1, W.9-10.1</p>	<p><i>Future Grades:</i> W.12.1</p>
Clarification Statement	Vocabulary for Teacher Development	
Argument writing establishes a writer's position on a topic	<ul style="list-style-type: none"> ● analysis – a detailed examination of the 	

using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation, or purported version of the truth, is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of twelfth grade, students understand how to write arguments in support of claims that examine important topics or texts and include plausible reasons and pertinent, adequate evidence.


- components of a subject to understand its meaning and/or nature as a whole
- **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain
 - **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium
 - **biases** – prejudice(s) in favor of or against an individual or group; partiality or preference that prevents objectivity
 - **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth
 - **cohesion** – the action of forming a unified whole; the quality of being united logically
 - **counterclaims** – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that which was presented to support the original claim
 - **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying the precision of language, eliminating redundancy, etc.
 - **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement
 - **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias; When spoken, formal usage generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary
 - **norms and conventions of the discipline** – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., Academic theses generally have prescribed chapters.)
 - **objective tone** – a neutral tone an author adopts that maintains distance from the topic under

	<p>consideration so it is free of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade)</p> <ul style="list-style-type: none"> ● phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic ● revision/revising – the process of rereading something that has been produced and making changes in order to clarify the meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors ● strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. ● syntax/syntactic – relating to the arrangement of words and phrases in order to create well-formed sentences, tied to generally accepted rules of grammar and conventions of style ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● topic – the subject or matter being discussed or written about in a text, speech, etc.
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Students Who Demonstrate Understanding Can...

- form opinions on topics rooted in evidence-based research and effectively express why their topic/claim warrants a discussion.

- create a written argument that is rooted in sound logic and by extension demonstrate an understanding of content.
- consider arguments that are in direct opposition to the one taken and use the opposing evidence to effectively strengthen the argument.
- effectively structure their writing by employing clear transitions between claims, both simple and complex sentence structure, and a varied level of vocabulary.
- demonstrate an understanding of the audience they are presenting to and effectively structure their argument to suit the intended audience. (i.e., appropriate jargon, use of rhetorical devices, etc.)
- present information in a confident tone that utilizes formal writing styles, while demonstrating an understanding of the writing conventions specific to the student's topic/claim.
- write a conclusion that strengthens the argument by reiterating the main points without being repetitive.

W.11.2		
	Anchor Standard: Writing <i>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	
Grade	CCSS Domain	CCSS Strand
11	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p><i>Previous Grades:</i> W.K.2, W.1.2, W.2.2, W.3.2, W.4.2, W.5.2, W.6.2, W.7.2, W.8.2, W.9-10.2</p>	<p><i>Future Grades:</i> W.12.2</p>
Clarification Statement	Vocabulary for Teacher Development	

Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. By the end of twelfth grade, students understand how to write informative/explanatory texts to investigate and clearly and accurately communicate multi-faceted ideas, concepts, and information through the effective selection, organization, and analysis of content.

- **analogy** – a comparison drawn between two things for the sake of clarification or explanation
- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium
- **cohesion** – the action of forming a unified whole; the quality of being united logically
- **concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay
- **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation
- **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying the precision of language, eliminating redundancy, etc.
- **extended definitions** – definitions that move beyond basic dictionary definitions to deepen understanding through the use of description, classification, synonyms and antonyms, etymology and history, etc.
- **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary
- **formatting** – the physical presentation of written work used to highlight the organization, categories, and topics, and to provide consistency to the look of the work (e.g., font size, headers, etc.)
- **graphics** – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic
- **norms and conventions of the discipline** – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular

disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., Academic theses generally have prescribed chapters.)


- **objective tone** – a neutral tone an author adopts that maintains distance from the topic under consideration so it is free of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade)
- **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
- **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
- **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify the meaning, improve cohesion, and evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors
- **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.
- **syntax/syntactic** – relating to the arrangement of words and phrases in order to create well-formed sentences, tied to generally accepted rules of grammar and conventions of style
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, etc.
- **topic** – the subject or matter being discussed or written about in a text, speech, etc.
- **transition(s)/transitional words** – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to

highlight the nature of the relationship and/or connection between them

Students Who Demonstrate Understanding Can...

- present topics and ideas that are rooted in evidence-based research and effectively express complex ideas as well as presenting information in a clear manner.
- use evidence obtained through research in order to develop and present a topic that is clear and coherent.
- effectively structure their writing by employing clear transitions between main ideas, use both simple and complex sentence structure, and a varied level of vocabulary.
- demonstrate an understanding of the audience they are presenting to and effectively structure their writing to suit the intended audience. (i.e., appropriate jargon, use of rhetorical devices, etc.).
- present information in a confident tone that utilizes formal writing styles, while demonstrating an understanding of the writing conventions specific to the student's topic/information.
- use language that is both appropriate and specific to the topic.
- write a conclusion that strengthens the argument by reiterating the main points without being repetitive.

W.11.3

	<p>Anchor Standard: Writing</p> <p><i>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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11	Writing (W)	Text Types and Purposes
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Standard	Vertical Alignment
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<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding-right: 5px;"> <p><i>Previous Grades:</i> W.K.3, W.1.3, W.2.3, W.3.3, W.4.3, W.5.3, W.6.3, W.7.3, W.8.3, W.9-10.3</p> </td> <td style="width: 50%; padding-left: 5px;"> <p><i>Future Grades:</i> W.12.3</p> </td> </tr> </table>	<p><i>Previous Grades:</i> W.K.3, W.1.3, W.2.3, W.3.3, W.4.3, W.5.3, W.6.3, W.7.3, W.8.3, W.9-10.3</p>	<p><i>Future Grades:</i> W.12.3</p>
<p><i>Previous Grades:</i> W.K.3, W.1.3, W.2.3, W.3.3, W.4.3, W.5.3, W.6.3, W.7.3, W.8.3, W.9-10.3</p>	<p><i>Future Grades:</i> W.12.3</p>		

Clarification Statement	Vocabulary for Teacher Development
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<p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid</p>	<ul style="list-style-type: none"> ● audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium ● coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together
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sensory details, and other literary elements to evoke reactions from and create effects on the reader. By the end of twelfth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, carefully chosen details, and purposefully structured sequences of events.


- **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account
- **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying the precision of language, eliminating redundancy, etc.
- **event** – a thing that happens; an occurrence
- **observation** – a statement or comment based on something one has seen, heard, or noticed; the acquisition of information and/or knowledge that is based on something one has seen, heard or noticed
- **pacing** – the speed at which a story progresses, evidence presented, and/or information that is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)
- **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)
- **plot** – the sequence of events in a story, play, movie, etc.
- **point of view** – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given their orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument
- **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
- **reflection** – lengthy consideration and thought given to a topic or idea based on what is known or has been learned about it
- **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify the meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished


	<p>from editing which is largely related to correcting errors</p> <ul style="list-style-type: none"> ● sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses ● sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other ● setting – the time and place of the action in a book, play, story, etc. ● strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc. ● tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view ● topic – the subject or matter being discussed or written about in a text, speech, etc.
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Students Who Demonstrate Understanding Can...


- present a narrative that engages the audience, as well as gives the reader all of the information they will need to follow the text.
- effectively use narrative techniques (dialogue, plotline, etc.) that express the intended mood/tone of the text.
- present events in a narrative that create an intended effect for the audience, as well as maintaining coherency.
- employ the use of vocabulary that will create the intended experience for the audience. This includes using detailed sensory language, direct/indirect characterization, etc.
- create a logical ending point for the narrative that resolves conflicts and/or offers a reflection of the experience.

W.11.4				
	Anchor Standard: Writing <i>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>			
Grade	CCSS Domain	CCSS Strand		
11	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
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.)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.4, W.1.4, W.2.4, W.3.4, W.4.4, W.5.4, W.6.4, W.7.4, W.8.4, W.9-10.4</td> <td style="padding: 5px;"><i>Future Grades:</i> W.12.4</td> </tr> </table>	<i>Previous Grades:</i> W.K.4, W.1.4, W.2.4, W.3.4, W.4.4, W.5.4, W.6.4, W.7.4, W.8.4, W.9-10.4	<i>Future Grades:</i> W.12.4
<i>Previous Grades:</i> W.K.4, W.1.4, W.2.4, W.3.4, W.4.4, W.5.4, W.6.4, W.7.4, W.8.4, W.9-10.4	<i>Future Grades:</i> W.12.4			
Clarification Statement		Vocabulary for Teacher Development		
Students create pieces of writing that are appropriate for the assigned task. For example, if the student is creating a narrative, they are adhering to the conventions of narrative writing which includes language use, sentence structure, and understanding of who the intended audience is.		<ul style="list-style-type: none"> ● intended audience – in this context the audience is the intended audience for whom the student is writing ● task – in this context task refers to the text type being produced. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● create a piece of writing that is clearly and effectively organized. ● develop a piece of writing that is aligned with the assigned task, purpose, and audience. 				


W.11.5		
	Anchor Standard: Writing <i>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	
Grade	CCSS Domain	CCSS Strand
11	Writing (W)	Production and Distribution of Writing
Standard	Vertical Alignment	
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 here.)	<i>Previous Grades:</i> W.K.5, W.1.5, W.2.5, W.3.5, W.4.5, W.5.5, W.6.5, W.7.5, W.8.5, W.9-10.5	<i>Future Grades:</i> W.12.5
Clarification Statement	Vocabulary for Teacher Development	
Students will undergo many steps between writing the first draft and a final draft. These steps include a prewriting stage during which the student generates topics and appropriate sources for the assigned task. Subsequent steps include the student revising their writing, focusing on the most significant ideas that need to be expressed, and discarding ideas that detract from the text.	<ul style="list-style-type: none"> ● editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying the precision of language, eliminating redundancy, etc. ● planning – the stage when the student generates possible topics, finds appropriate resources to inform writing and maps out writing plans ● revision/revising – the process of rereading something that has been produced and making changes in order to clarify the meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● participate in multiple steps of writing development in order to synthesize a final product for their audience. ● effectively put their writing through a rigorous editing process that refines language use, ideas, and structure. 		

W.11.6		
	Anchor Standard: Writing <i>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	
Grade	CCSS Domain	CCSS Strand
11	Writing (W)	Production and Distribution of Writing
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> W.K.6, W.1.6, W.2.6, W.3.6, W.4.6, W.5.6, W.6.6, W.7.6, W.8.6, W.9-10.6	<i>Future Grades:</i> W.12.6
Clarification Statement	Vocabulary for Teacher Development	
Students use digital tools and resources, such as word processing tools, applications, and sites, to create, share, and improve individual or collaborative writing pieces. Using digital tools and resources to respond to real-time feedback from the teacher and/or peers, students to offer new arguments or additional information for consideration.	<ul style="list-style-type: none"> ● argument – value statement(s) supported by evidence whose purpose is to persuade or explain ● digital tools – tools that are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● use different media sources through different electronic platforms in order to obtain information needed to create a written document. ● show discernment when considering different sources to include in the writing. ● use different media sources to publish writings on different platforms that can be updated as information changes. 		

W.11.7				
	Anchor Standard: Writing <i>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>			
Grade	CCSS Domain	CCSS Strand		
11	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <i>Previous Grades:</i> W.K.7, W.1.7, W.2.7, W.3.7, W.4.7, W.5.7, W.6.7, W.7.7, W.8.7, W.9-10.7 </td> <td style="padding: 5px;"> <i>Future Grades:</i> W.12.7 </td> </tr> </table>	<i>Previous Grades:</i> W.K.7, W.1.7, W.2.7, W.3.7, W.4.7, W.5.7, W.6.7, W.7.7, W.8.7, W.9-10.7	<i>Future Grades:</i> W.12.7
<i>Previous Grades:</i> W.K.7, W.1.7, W.2.7, W.3.7, W.4.7, W.5.7, W.6.7, W.7.7, W.8.7, W.9-10.7	<i>Future Grades:</i> W.12.7			
Clarification Statement		Vocabulary for Teacher Development		
Students organize and carry out short and extended research projects that provide an answer to a teacher or student-created question or offer a solution to a real-world problem. Students select and combine multiple sources into a valid study that shows their understanding of the topic under study. When researching their topics, students limit or widen the scope of their information searches as needed.		<ul style="list-style-type: none"> ● research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● conduct research while being critical of sources and information encountered during the research process. ● generate questions that warrant a more sustained research project as well as shorter, daily writings. ● confidentially write about/discuss the topic under investigation and adjust claims as research develops. 				


W.11.8		
	Anchor Standard: Writing <i>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>	
Grade	CCSS Domain	CCSS Strand
11	Writing (W)	Research to Build and Present Knowledge
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> W.K.8, W.1.8, W.2.8, W.3.8, W.4.8, W.5.8, W.6.8, W.7.8, W.8.8, W.9-10.8	<i>Future Grades:</i> W.12.8
Clarification Statement	Vocabulary for Teacher Development	
Students collect pertinent information from several scholarly print and digital sources by proficiently using search options and tools, such as keywords in library catalogs and advanced search filters in search engines and databases. As they examine each source, students judge the source’s strengths and limitations in terms of format, purpose, and audience. Students purposefully choose where to incorporate pieces of information into their writing to ensure ideas move easily from one to another and to avoid overuse of a single source. Using MLA, APA, or another style manual, students reference the sources of the information they used to avoid plagiarism.	<ul style="list-style-type: none"> ● audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium ● digital sources – refer to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats ● print text – any text that was printed when originally produced; can include E-books that have been scanned and placed online ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) ● relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, 	

	<p>details, etc. that are closely related to the idea being expressed by the claim</p> <ul style="list-style-type: none"> ● task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, etc.
<p>Students Who Demonstrate Understanding Can...</p>	
<ul style="list-style-type: none"> ● discern between credible and unreliable sources encountered in both print and digital sources. ● effectively access and use both print and digital sources to strengthen topics/claims. ● effectively use quotes and ideas from sources that bolster the written piece without plagiarizing or disrupting the overall flow of the written piece. 	

W.11.9		
	Anchor Standard: Writing <i>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>	
Grade	CCSS Domain	CCSS Strand
11	Writing (W)	Research to Build and Present Knowledge
Standard	Vertical Alignment	
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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]").</p>	<p><i>Previous Grades:</i> W.K.9, W.1.9, W.2.9, W.3.9, W.4.9, W.5.9, W.6.9, W.7.9, W.8.9, W.9-10.9</p>	<p><i>Future Grades:</i> W.12.9</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Both sets of reading standards ask students to be able to read literary and informational text and analyze the information from the given text. This can come in the form of critiquing the text under investigation, critiquing an idea presented or asserting a new claim in light of the investigation. In all cases, when students make claims about a text they are analyzing, they will need to draw directly from the text to support claims made about the text.</p>	<ul style="list-style-type: none"> ● analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● style – the voice of the text under investigation. This includes syntax, word use, and structure ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, etc. 	

Students Who Demonstrate Understanding Can...

- use evidence from either a literary or informational text to support claims that are being made in or about the said text.
- show understanding of the context in which a text is produced and comment on the effectiveness of the style under investigation.
- make logical claims about a written piece (literary/informational).

W.11.10		
	Anchor Standard: Writing <i>W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i>	
Grade	CCSS Domain	CCSS Strand
11	Writing (W)	Range of Writing
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> W.K.10, W.1.10, W.2.10, W.3.10, W.4.10, W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10	<i>Future Grades:</i> W.12.10
Clarification Statement	Vocabulary for Teacher Development	
Students will create different written texts over a period of time that address different needs and tasks. Students will need to demonstrate grit and rigor as they work through the process of extended writing pieces. Equally, students will need to demonstrate focus and concise writing on shorter tasks that are in a smaller time frame, All written pieces should be appropriate to the task at hand.	<ul style="list-style-type: none"> ● audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● write for a variety of purposes depending on the assigned task. ● write for a variety of audiences. ● effectively utilize the writing process of planning, writing, revising, and publishing. ● create a written piece for a previously unknown question/text in a timed environment. ● write regularly for multiple purposes. 		