


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.10.1 ○ CCSS.W.10.2 ○ CCSS.W.10.3 ● Production and Distribution of Writing <ul style="list-style-type: none"> ○ CCSS.W.10.4 ○ CCSS.W.10.5 ○ CCSS.W.10.6 	<ul style="list-style-type: none"> ● Research to Build and Present Knowledge <ul style="list-style-type: none"> ○ CCSS.W.10.7 ○ CCSS.W.10.8 ○ CCSS.W.10.9 ● Range of Writing <ul style="list-style-type: none"> ○ CCSS.W.10.10
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W.10.1		
	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
10	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 claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s). b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e) Provide a concluding statement or section that follows from and supports the argument presented. 	<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.9.1</p>	<p><i>Future Grades:</i> W.11.1, W.12.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Argumentative writing establishes a writer's position on a topic using valid reasoning and high-quality evidence. Argumentative 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</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 ● argument – value statement(s) supported by evidence whose purpose is to persuade or explain 	

purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate their positions or claims. By the end of 10th grade, students understand how to write arguments in support of claims that examine important topics or texts and include plausible reasons and pertinent, sufficient evidence.

- **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium
- **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 precision of language, eliminating redundancy, and more
- **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 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
- **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)
- **phrase(s)** – a small group of words representing a


	<p>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.”)</p> <ul style="list-style-type: none"> ● 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 ● 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 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. ● 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...

- construct clearly worded, concise, and arguable claims that directly address a prompt question or topic.
- appropriately and effectively develop a compelling argument to accomplish the author’s purpose for writing.
- provide strategic evidence that is relevant and sufficient to develop the argument.
- provide commentary that clearly explains how the evidence supports and strengthens the argument.
- present an opposing claim or set of claims fairly, accurately, and without bias, then effectively argue against

these counterclaims.

- write arguments such that claims, warrant, and evidence are easy to distinguish.
- connect the smaller sections of a larger argument together in a way that is logical and aids in the reader's understanding.
- write in a style and form conducive to academic standards while meeting the structural requirements of the task.
- succinctly conclude an argument by summarizing the thesis and main points, then providing a wrap-up statement.

W.10.2		
	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
10	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> <ol style="list-style-type: none"> a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language and domain specific vocabulary to manage the complexity of the topic. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications 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.9.2</p>	<p><i>Future Grades:</i> W.11.2, W.12.2</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Informative/explanatory writing communicates</p>	<ul style="list-style-type: none"> ● analysis – a detailed examination of the 	

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 10th grade, students understand how to write informative/explanatory texts to investigate and clearly and accurately communicate multifaceted ideas, concepts, and information through effective selection, organization, and analysis of content.

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 precision of language, eliminating redundancy, and more
- **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 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

	<p>have prescribed chapters)</p> <ul style="list-style-type: none"> ● 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 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. ● 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. ● 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
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Students Who Demonstrate Understanding Can...

- define and identify the topic, purpose, and audience of the task.
- determine the quality of evidence and select and include only the most relevant and crucial information to

demonstrate an understanding of the topic within the limitations of the task.

- organize information in a deliberate way (such as chronologically, by topic, cause and effect, etc.) that is suitable to the task and effectively conveys information.
- effectively transition between organized sections to create a coherent and unified whole.
- demonstrate comprehension of the topic by using evidence that is directly related to the topic, important to understanding it, and in sufficient quantity to give a complete picture.
- use technical words and vocabulary related to the topic accurately and purposefully.
- write in a style and form conducive to academic standards while meeting the structural requirements of the task.
- succinctly conclude an argument by summarizing the thesis and main points, then providing a wrap-up statement.

W.10.3

	<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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10	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. 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 border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 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.9.3</p> </td> <td style="width: 50%; padding: 5px;"> <p><i>Future Grades:</i> W.11.3, 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.9.3</p>	<p><i>Future Grades:</i> W.11.3, 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.9.3</p>	<p><i>Future Grades:</i> W.11.3, 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 structure. 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 sensory details and other literary elements to evoke reactions from and create effects on the reader. By the</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 ● describe, description, descriptive details – to explain something in words; the details
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end of 10th 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.


- 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 precision of language, eliminating redundancy, and more
- **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 based on something one has seen, heard, or noticed
- **pacing** – the speed at which a story progresses, evidence is presented, and/or information 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** – in an everyday sense, 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; in a literary sense, the vantage point from which one relates the events of a story
- **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 some 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 meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to

	<p>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. ● topic – the subject or matter being discussed or written about in a text, speech, etc.
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Students Who Demonstrate Understanding Can...

- organize a story in a way that clearly establishes the sequence of events, includes deliberate decisions about each of the elements of plot (exposition, rising action, climax, falling action, and resolution), contains a definable conflict, establishes characters and setting, and provides at least some character development.
- develop a plot that is driven by an explicit conflict within the narrative.
- effectively use narrative techniques (such as dialogue or pacing), a compelling writing style that includes features like figurative language, descriptive imagery, and connotation to deepen the effect of their story.
- convincingly portray a perspective other than their own through a character.
- use technical words and vocabulary related to the topic accurately and purposefully.


W.10.4				
	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		
10	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.9.4 </td> <td style="padding: 5px;"> <i>Future Grades:</i> W.11.4, 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.9.4	<i>Future Grades:</i> W.11.4, 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.9.4	<i>Future Grades:</i> W.11.4, W.12.4			
Clarification Statement		Vocabulary for Teacher Development		
Students will engage in effective prewriting and planning in which they identify the requirements and expectations of the writing task and plan deliberate steps for meeting those criteria. The writing that the students produce will reflect and be effective for the particular purpose of their writing to this specific audience in light of the requirements and expectations of the task itself.		<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 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"> articulate the format and structure of response suitable to a particular task based on the requirements and purpose of the task. articulate the style of writing (formal essay, narrative, informative, etc.) conducive to their task and adapt their writing to fit the requirements and norms of that style. provide a well-structured organizational method (chronological, compare and contrast, cause and effect, etc.) appropriate to the task, purpose and audience. 				


W.10.5				
	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		
10	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 9-10 here.)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <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.9.5 </td> <td style="padding: 5px;"> <i>Future Grades:</i> W.11.5, W.12.5 </td> </tr> </table>	<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.9.5	<i>Future Grades:</i> W.11.5, W.12.5
<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.9.5	<i>Future Grades:</i> W.11.5, W.12.5			
Clarification Statement		Vocabulary for Teacher Development		
Students will need to compose many types of writing to many different audiences and for many different purposes during the course of their academic studies and into their careers. Explicitly teaching a process for students to develop their composition skills that transcends genre or discipline provides students with the structure and framework to be successful in this area of their education and to furnish students with the foundational tools to succeed in all areas of composition.		<ul style="list-style-type: none"> ● audiences – the person or people who the author directs the artistic medium. Anyone can watch or read an artistic medium but not anyone is the audience ● draft – a preliminary version of a document written to the highest level of quality that one is able to, but with the understanding that editing and revision will follow ● editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more ● 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 		

	<p>vocabulary</p> <ul style="list-style-type: none"> ● 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) ● revision/revising – the process of rereading something that has been produced and making changes in order to clarify 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. ● topic – the subject or matter being discussed or written about in a text, speech, etc.
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Students Who Demonstrate Understanding Can...

- develop a topic that acknowledges a specific audience and purpose by using a strategy for brainstorming (outline, gathering data, organizers, etc.).
- compose an initial draft of the written text, using a method of development that reflects the purpose of the assigned task.
- revise their text, paying particular attention to adding, deleting, or reorganizing the information to strengthen their purpose and appeal to their specific audience.
- edit the text for grammatical and mechanical errors that may interfere with an audience’s understanding of the ideas presented in the text.
- publish the text according to the style appropriate for the task.


W.10.6		
	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
10	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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<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.9.6	<i>Future Grades:</i> W.11.6, W.12.6
Clarification Statement	Vocabulary for Teacher Development	
Students use digital tools and resources, such as word processing tools, applications, and sites, to develop, share, and improve individual or collaborative writing pieces. By capitalizing on the technology's ability to link outside information and present information in various engaging ways, students add supporting materials to written compositions.	<ul style="list-style-type: none"> ● digital tools – tools which 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"> ● effectively use word processing tools, such as Word or Pages, to create academic texts. ● compose professional email texts for an intended audience. ● upload and edit collaborative writing, using such platforms as assigned. ● integrate visual elements effectively and with purpose into a written text. 		

W.10.7		
	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
10	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.	<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.9.7	<i>Future Grades:</i> W..11.7, 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 synthesize 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 ● synthesis – combining many ideas from sources to create a new idea or understanding of a topic 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● define a workable topic appropriate to the assigned task. ● identify a specific audience for the project to guide style, tone, and organization of the information. ● effectively incorporate source material to support the writer’s purpose without overwhelming the writer’s unique voice. 		

- express a thorough understanding of the topic through the strategic use of evidence, tone, and organization of the information.

W.10.8		
	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
10	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 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.	<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.9.8	<i>Future Grades:</i> W.11.8, W.12.8
Clarification Statement	Vocabulary for Teacher Development	
Students collect relevant evidence from multiple scholarly print and digital sources by proficiently using search options and tools, such as keywords in library catalogues and advanced search filters in search engines and databases. As they examine each source, students judge whether or not the source is suitable for answering the research question. Students purposefully choose where to incorporate pieces of information into their writing to ensure ideas move easily from one to another. 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"> ● digital sources – refers 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 ● plagiarism – the practice of taking someone else's work or ideas and passing them off as one's own ● 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 ● 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 	


	<p>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</p> <ul style="list-style-type: none"> ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Students Who Demonstrate Understanding Can...</p>	
<ul style="list-style-type: none"> ● define the term electronic database and explain how it is useful for academic research. ● explain the major drawbacks of using an Internet search for academic sources. ● evaluate the credibility of a source located on the Internet. ● demonstrate proficiency in using search terms to locate appropriate digital academic sources. ● effectively integrate quotations and paraphrases into a text without overwhelming the author’s own voice. ● correctly cite source material according to the style and format required by the task. 	

W.10.9		
	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
10	Writing (W)	Research to Build and Present Knowledge
Standard	Vertical Alignment	
Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a) Apply Grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b) Apply Grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). 	<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	<i>Future Grades:</i> W.11.9, W.12.9
Clarification Statement	Vocabulary for Teacher Development	
Students select strong textual evidence from both fiction and nonfiction texts to support claims they make drawing inferences about the text, summarizing its information or ideas, or in articulating their own position on an issue or reaction to a text. Students will trace how authors sometimes use and adapt previous texts for a variety of reasons and explain the effects these adaptations have on the readers' reaction to the new piece and understanding of ideas it presents. Students will determine the effectiveness of a whole argument, as well as that of its parts, noting places where the reasoning or evidence is faulty.	<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 ● argument – value statement(s) supported by evidence whose purpose is to persuade or explain ● 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 ● evaluate – to examine a text for a particular purpose, such as determining the effectiveness of an argument or the presence of a certain motif ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement 	

- **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
- **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
- **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
- **sufficient** – the evidence is enough in quantity to prove the claim being made; some claims have a higher burden of proof or seek to establish a pattern of phenomenon and so will require more evidence for sufficiency
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Students Who Demonstrate Understanding Can...

- select strong, relevant evidence to support analytical claims made about the text or to support an understanding of a topic being explored.
- students select sufficient evidence to prove their claim or to give a complete picture of their topic.
- identify allusions, archetypes, and other features which show how one text draws upon and adapts another.
- explain the effects that these references to past texts have on the reader.
- critically reflect on the evolution of the themes and ideas in the historical source material as evidenced in modern culture.
- analyze an argument to determine its overall effectiveness, how each part of the argument contributes to or detracts from that effectiveness, and the extent to which supporting evidence is strong, sufficient, and relevant.

W.10.10		
	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
10	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	<i>Future Grades:</i> W.11.10, W.12.10
Clarification Statement	Vocabulary for Teacher Development	
Students write responses under a multitude of different conditions, adapting their writing style and structure accordingly. This includes variety in purpose, task, and audience for their writing, as well as variety in the amount of time they have to research, write, and revise those responses. Students will need to make informed choices about how best to meet the expectations of the writing task under the conditions given.	<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) ● reflection – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it ● 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 	

- **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors
- **routinely** – frequently and regularly, in a way that uses practice, formative assessment, feedback, and repetition to foster progress towards mastery

Students Who Demonstrate Understanding Can...

- understand and articulate the expectations and challenges posed by a particular writing task and adjust their prewriting, planning, writing, and revising to best make use of time and meet those expectations.
- identify the style of writing (formal essay, narrative, informative, etc.) conducive to their task and adapt their writing to fit the requirements and norms of that style.