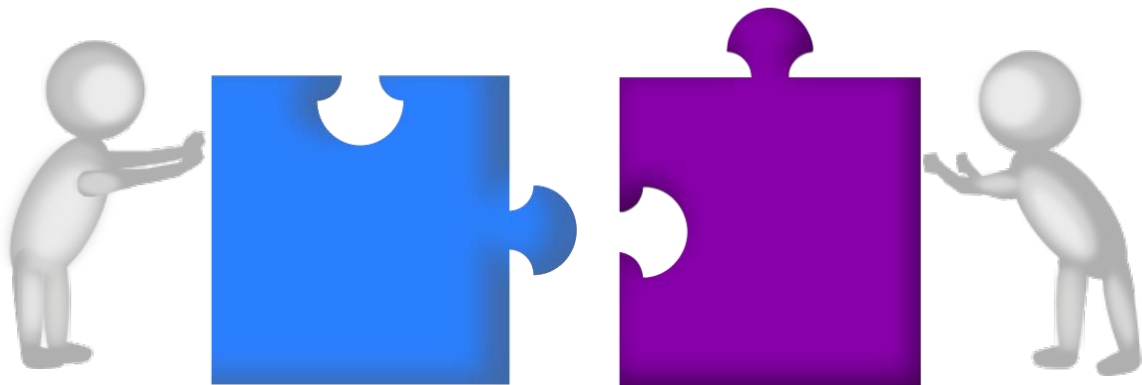


Bilingual Common Core Initiative Language Arts Progressions: ***Guide to Academic and Linguistic Demands*** ***Writing***

<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>



Compiled by Long Island RBE-RN



Foreword

It is with great pleasure that we share with you a series of new publications that our Long Island RBE-RN staff has developed, entitled *Bilingual Common Core Initiative Language Arts Progressions: Guide to Academic and Linguistic Demands*. Each publication compiles information on the NYS Common Core Learning Standards (NYS CCLS) and incorporates salient information from the Bilingual Common Core Initiative (BCCI) Progression documents. The *Guides* have been organized and published, as follows:

1. Reading Standards for Information – K to 12
2. Reading Standards for Literature – K to 12
3. Writing Standards – K to 12
4. Speaking and Listening – K-12

The information presented in these *Guides* was taken directly from the NYS Common Core Learning Standards and from the BCCI Progression documents available on the EngageNY website at: <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>. These *Guides* are not intended to replace the BCCI Progression documents; rather they are designed to be ancillary resources to help teachers quickly identify the grade-level NYS Common Core Learning Standards, as well as the academic and linguistic demands targeted for instruction in the BCCI Progressions. The documents are intended to assist ESOL and Bilingual teachers in incorporating both the NYS CCLS and BCCI Progressions into instruction, to assist ESOL teachers in collaborative planning with their ELA Co-Teachers, as well as to be used as a tool in professional development for content area teachers.

As stated in the NYSED Blueprint for English Language Learners' (ELLs') Success, "*All teachers are teachers of English Language Learners and need to plan accordingly*," we believe that these documents can be a valuable resource in planning instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Common Core Learning Standards.

These documents were the result of many hours of arduous teamwork here at the Long Island RBE-RN. We gratefully acknowledge the contributions of Christa Stevenson, Porfirio Lopez, and Gaetano Vaccaro, our enthusiastic and talented Bilingual Resource Specialists, whose steadfast dedication to enhancing the education of our ELL population is immeasurable.

Terri Brady-Méndez, Director
Long Island RBE-RN

Bilingual Common Core Initiative ~ Language Arts Progressions
Guide to Academic and Linguistic Demands
Writing

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**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Writing Anchor Standard 1

Writing Anchor Standard 1	Main Academic Demand
<i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i>	<i>Write Persuasively with Reasoning and Evidence</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (W.K.1) Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	<i>Use Drawing, Dictating and Writing to Give an Opinion about a Topic or a Book</i>	<ul style="list-style-type: none"> • Use words and phrases to express an opinion (e.g., I liked it because ; I didn't like it because). • Use introductory words and phrases to name a book or tell a topic (e.g., I read ; I read a book about ; My favorite book is ; One book that I didn't like is). • Identify the topic/title of a preferred book or topic (e.g., My favorite book is ; it is about).
Grade 1 (W.1.1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.	<i>Write Opinion Pieces Stating the Topic or Name of Book, Opinion, Reasons and Closure</i>	<ul style="list-style-type: none"> • Use introductory words and phrases to begin a topic or name a book (e.g., I read ; I read a book about ; My favorite book is). • Use words and phrases to state an opinion (e.g., I think ; I didn't like ; I liked). • Use adjectives and/or verbs (e.g., liked, didn't like, mean, kind) to illustrate an opinion and supply reasons. • Use concluding words and phrases (e.g., the end, in the end) to complete a piece.
Grade 2 (W.2.1) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons and provide a concluding statement or section.	<i>Write Opinion Pieces Stating the Topic, Opinion, Reasons and Concluding Statement Use Linking Words</i>	<ul style="list-style-type: none"> • Use introductory words and phrases to begin a topic or name a book (e.g., I read ; I read a book about ; My favorite book is). • Use words and phrases to state an opinion (e.g., I think ; I didn't like ; I liked). • Use adjectives and/or verbs (e.g., liked, didn't like, was mean) to illustrate the opinion. • Use linking words (e.g., because, so, that is why) to explain an opinion. • Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.
Grade 3 (W.3.1) Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion and	<i>Write Opinion Pieces Supporting a Point of View with Reasons and a Concluding Statement Use Linking Words</i>	<ul style="list-style-type: none"> • Use introductory words and phrases to begin a topic or name a book (e.g., I read ; I read a book about ; My favorite book is). • Use words and phrases to state an opinion (e.g., I think ; I didn't like ; I liked). • Use linking words and phrases (e.g.,

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<p>create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>		<p>because, therefore, since, for example) to connect opinion and reasons).</p> <ul style="list-style-type: none"> • Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.
<p>Grade 4 (W.4.1)</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><i>Write an Opinion Piece Supporting Point of View with Reasons and Information, Grouping Ideas to Support Writer's Purpose</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases to begin a topic or text (e.g., This essay is about). • Use words and phrases to state an opinion (e.g., I think ; I didn't like, I liked ; I believe that). • Use words and phrases to support reasons with facts (numbers) and details (adjectives). • Use linking words (e.g., for instance, in order to, in addition) to connect opinions and reasons. • Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.
<p>Grade 5 (W.5.1)</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><i>Write Opinion Pieces on Topics and Texts, Supporting Point of View Clearly Organize Writing Logically, with Valid Reasoning and Evidence That Supports the Writer's Opinion Create Clear Organization and Structure</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases to begin a topic or text (e.g., This essay is about). • Use words and phrases to state an opinion (e.g., I think ; I didn't like ; I liked ; I believe that ; My impression is). • Use words and phrases to support reasons with facts (numbers) and details (adjectives). • Use linking words, phrases and clauses (e.g., consequently, specifically) to connect opinions and reasons. • Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 6 (W.6.1) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p><i>Support Claims by Organizing Reasons and Evidence Use Words, Phrases and Clauses to Clarify Claims and Reasons</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases to introduce claims (e.g., The author(s) think(s) ; The author's beliefs/assumptions are). • Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives). • Use transitional words (e.g., because, though, so, that is why, but, however, nonetheless, yet, if) to explain relationships between claims and reasons. • Use phrases to introduce reasons (logic of the argument) and evidence (facts and information) (e.g., The author's reasons are ; The author makes the following points ; the facts that support/don't support are). • Use concluding words and phrases to complete a piece (e.g., In summary ; That is why ; Given these points ; As has been noted).
<p>Grade 7 (W.7.1) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Write Arguments to Support Claims with Logical Reasoning and Relevant Evidence Using Formal Style and Language</i></p>	<ul style="list-style-type: none"> • Use words and phrases to introduce claims (e.g., The author(s) think(s) ; The author's beliefs/assumptions are). • Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives). • Use linking words to explain claims, counterclaims and reasons (e.g., An opposite view is ; Some researchers would claim). • Use phrases to introduce reasons (logic of the argument) and evidence (facts and information) (e.g., The author's reasons ; The author makes the following points ; The facts that support/don't support are ; Supporting evidence indicates that). • Use transitional words to create cohesion (e.g., cause and effect words: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, first, second). • Use precise (e.g., Tier 2 and Tier 3) vocabulary (e.g., words that can be used across content areas) (e.g., Tier 2: analyze, benefit, summary and Tier 3: technical words

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		<p>such as delta, pyramid, sarcophagus) and sentence structures that have temporal (e.g., time markers: after, as, when); causal (e.g., because, that is why, the result); comparative (e.g., like, similar to, the difference is); or problem and solution (e.g., the issue is; the solution is) markers in order to present information in a formal style.</p> <ul style="list-style-type: none"> • Use concluding words and phrases to complete a piece (e.g., In summary ; That is why ; In essence ; Given these points ; As has been noted).
<p>Grade 8 (W.8.1) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically;</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</p> <p>c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence;</p> <p>d. Establish and maintain a formal style;</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Write Arguments with Reasoning and Evidence, Using Formal Style and Language</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases to distinguish claims from opposing claims (e.g., The author(s) think(s) ; The author'(s) beliefs/assumptions are ; An opposing view is ; Some researchers would argue that). • Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives). • Use linking words (e.g., because, so, that is why, but, however, nonetheless, yet, if) to explain claims, counterclaims and reasons. • Use transitional words and phrases (e.g., cause and effect words/phrases: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, in due time, as soon as, in the meantime, in a moment, first, second) to create cohesion. • Use precise vocabulary (e.g., words that can be used across content areas) (e.g., Tier 2: analyze, benefit, summary and Tier 3: technical words such as delta, pyramid, sarcophagus) and sentence structures that have temporal (e.g., time markers: after, as, when, during, meanwhile); causal (e.g., because, that is why, the result); comparative (e.g., like, similar to, the difference is); or problem and solution (e.g., the issue is; the solution is) markers in order to present information in a formal style. • Use concluding words and phrases (e.g., in

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		summary, that is why, in essence, therefore, thereupon, forthwith, accordingly, as can be seen, generally speaking, in the final analysis, all things considered, as shown above, given these points) to complete a piece.
<p>Grade 9-10 (W.9-10.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence;</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns;</p> <p>c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims;</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing;</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Write Logical Arguments Based on Substantive Claims, Sound Reasoning and Relevant Evidence, Using Formal Language and Style</i></p>	<ul style="list-style-type: none"> • Use introductory nouns and verbs related to a topic to establish a beginning. • Use introductory words and phrases to state an opinion (e.g., I think ; I didn't like ; I liked ; I believe that ; My impression is). • Use nouns, verbs and adjectives to state claims (based on facts, causes or context). • Use linking words (e.g., because, so, that is why, but, however, nonetheless, yet, if) to explain claims, counterclaims and reasons. • Use transitional words (e.g., cause and effect words: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, in due time, as soon as, in the meantime, in a moment, first, second) to create cohesion. • Use concluding words and phrases (e.g., in summary, that is why, in essence, be that as it may, consequently, therefore, thereupon, forthwith, accordingly, henceforth, as can be seen, generally speaking, in the final analysis, all things considered, as shown above, in the long run, given these points, as has been noted, in a word) to complete a piece.
<p>Grade 11-12 (W.11-12.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of</p>	<p><i>Write a Formal and Objective Piece Integrating Claims and Counterclaims with Supporting Evidence by Using Appropriate Words</i></p>	<ul style="list-style-type: none"> • Use introductory nouns and verbs related to a topic to establish a beginning. • Use introductory words and phrases to state an opinion (e.g., I think ; I didn't like ; I liked ; I believe that ; My impression is). • Use nouns, verbs and adjectives to state

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<p>interest to formulate an argument.</p> <p>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;</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases;</p> <p>c. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims;</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing;</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>and Phrases to Link Ideas and Provide a Conclusion</i></p>	<p>claims (based on facts, causes or context).</p> <ul style="list-style-type: none"> • Use linking words (e.g., because, so, that is why, but, however, nonetheless, yet, if) to explain claims, counterclaims and reasons. • Use transitional words (e.g., cause and effect words: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, in due time, as soon as, in the meantime, in a moment, first, second) to create cohesion. • Use concluding words and phrases (e.g., in summary, that is why, in essence, be that as it may, consequently, therefore, thereupon, forthwith, accordingly, henceforth, as can be seen, generally speaking, in the final analysis, all things considered, as shown above, in the long run, given these points, as has been noted, in a word) to complete a piece.

Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands

Writing Anchor Standard 2

Writing Anchor Standard 2	Main Academic Demand
<i>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>	<i>Examine and Convey Complex Ideas and Information</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (W.K.2) Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>Name and Provide Information about the Topic</i>	<ul style="list-style-type: none"> • Identify a topic to be developed in drawing, dictating or writing. • Identify information about the topic. • Use nouns, verbs and adjectives to provide information about the topic.
Grade 1 (W.1.2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.	<i>Write Informative/Explanatory Texts That Name the Topic and Include Facts and Closure</i>	<ul style="list-style-type: none"> • Identify a topic to be developed. • Identify information about the topic and some facts about it. • Use words to give a sense of closure (e.g., the end, finally) and restate the topic of the writing piece.
Grade 2 (W.2.2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.	<i>Write Informative/Explanatory Texts Naming Topic and Include Facts and Closing Section</i>	<ul style="list-style-type: none"> • Identify a topic. • Identify facts and definitions to develop key points. • Use introductory words to present the topic. • Use concluding words and phrases (e.g., in the end, to finish, finally) to provide an ending and restate the topic of the writing piece.
Grade 3 (W.3.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	<i>Write informative/Explanatory Texts to Examine a Topic Using Facts, Definitions, Details or Illustrations and Concluding Statement Use Linking Words</i>	<ul style="list-style-type: none"> • Identify a topic. • Identify facts, definitions and details related to the topic. • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas. • Use concluding words and phrases (e.g., in the end, finally) to provide an ending and restate the topic.
Grade 4 (W.4.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related	<i>Write Informative/Explanatory Texts to Examine a Topic and Convey Information Clearly, Using Well-</i>	<ul style="list-style-type: none"> • Identify a topic. • Identify facts, definitions, details, examples and/or quotations related to the topic. • Use appropriate headings to

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Defined Text Structures and Vocabulary and Provide a Concluding Statement</i></p>	<p>categorize information.</p> <ul style="list-style-type: none"> • Use words (e.g., also, because, for example) to link information. • Use Tier 2 words found in writing but seldom in oral language (e.g., benefit, analyze) and Tier 3 words or technical words (e.g., delta, pharaoh). • Use concluding words and phrases (e.g., clearly, to sum up, in conclusion) to provide an ending and restate the topic.
<p>Grade 5 (W.5.2)</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly; provide general observation; focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Write Informative/Explanatory Texts That Convey Ideas and Information Clearly, Logically and with Detail Use Precise Language and Domain-Specific Vocabulary</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases to introduce a focused topic. • Identify facts, definitions, quotations, examples and/or details related to the topic. • Identify multimedia that can strengthen the topic. • Use headings to categorize information. • Use words (e.g., in contrast, especially) to link ideas to contrast information. • Use Tier 2 words found in writing but seldom in oral language (e.g., benefit, analyze, evaluate) and Tier 3 words or technical words (e.g., delta, pharaoh, sarcophagus). • Use concluding words and phrases (e.g., as a result, for these reasons, to sum up, overall) to provide an ending and restate the topic.
<p>Grade 6 (W.6.2)</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding</p>	<p><i>Write Well-Selected and Organized Informative Texts with Relevant Content Introduce and Develop a Topic with Relevant Facts, Definitions and/or Quotations Use Appropriate Transitions, Formal Style and Conclusion</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases to introduce a topic with a specific focus. • Identify facts, definitions, quotations, examples and/or details related to the topic. • Identify multimedia that can strengthen the topic. • Use headings to categorize information. • Use Tier 2 words found in writing

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<p>comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>c. Use appropriate transitions to 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.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>		<p>but seldom in oral language (e.g., benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, sarcophagus).</p> <ul style="list-style-type: none"> • Use a variety of words (e.g., in contrast, especially, because, thus, therefore) to link ideas and information. • Use concluding words and phrases to provide an ending (e.g., as a result, for these reasons, to sum up, overall, due to, obviously) that is the result of the information presented.
<p>Grade 7 (W.7.2)</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; 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 facts, definitions, concrete details, quotations or other information and examples.</p> <p>c. Use appropriate 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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><i>Write Informative/Explanatory Well-Structured Texts to Examine an Idea and Express Opinions with Clarity, Using Precise Language and Formal Style</i></p>	<ul style="list-style-type: none"> • Identify facts, definitions, quotations, examples and details related to the topic. • Identify multimedia that can strengthen the topic. • Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow. • Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though) to link ideas and information. • Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification). • Use appropriate words to provide a concluding statement (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), restating the topic. • Use a formal style.
<p>Grade 8 (W.8.2)</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p>	<p><i>Write Informative/Explanatory, Well-Structured Texts That Introduce and Develop a Topic, Using Precise Language and Style</i></p>	<ul style="list-style-type: none"> • Identify facts, definitions, quotations, examples and details related to the topic. • Identify multimedia that can strengthen the topic. • Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow. • Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though) to link

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<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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<p>ideas and information.</p> <ul style="list-style-type: none"> • Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification). • Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic. • Use and maintain a formal style throughout a text.
<p>Grade 9-10 (W.9-10.2) Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension;</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 appropriate and varied transitions 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 and domain-specific vocabulary to manage the complexity of the topic;</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><i>Write to Inform and Explain Complex Ideas Clearly, with Precision and Command of Textual and Formal Language Structures with Domain-Specific Vocabulary and Precise Language Use Well-Constructed Paragraphs and Transition Sentences That Connect Paragraphs to a Cohesive Whole</i></p>	<ul style="list-style-type: none"> • Identify facts, definitions, quotations, examples and details related to the topic. • Identify multimedia that can strengthen the topic. • Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow. • Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though, nonetheless) to link ideas and information. • Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification). • Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic. • Use appropriate phrases (e.g., the purpose of the current study; this project was undertaken to; this assignment has explained that) to introduce the implications in an essay.
<p>Grade 11-12 (W.11-12.2) Write informative/explanatory texts to</p>	<p><i>Write to Inform and Explain Complex Ideas</i></p>	<ul style="list-style-type: none"> • Identify the most relevant facts, definitions, quotations, examples and

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<p>examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <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>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 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;</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic;</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><i>Clearly, with Precision and Command of Textual and Formal Language Structures with Domain-Specific Vocabulary and Precise Language Develop Topic Thoroughly, Selecting the Most Relevant Facts Use Well-Constructed Paragraphs and Transition Sentences That Connect Paragraphs to a Cohesive Whole</i></p>	<p>details related to the topic.</p> <ul style="list-style-type: none"> • Identify multimedia that can strengthen the topic. • Use introductory words and phrases to introduce a topic. • Use appropriate headings to categorize information. • Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though, nonetheless) to link ideas and information. • Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification). • Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic. • Use appropriate phrases (e.g., the purpose of the current study; this project was undertaken to; this assignment has explained that; the main points that have to be taken into consideration) to introduce the implications in an essay.

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Writing Anchor Standard 3

Writing Anchor Standard 3	Main Academic Demand
<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i>	<i>Write Detailed Real or Imagined Narratives</i>

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Kindergarten (W.K.3) Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred and provide a reaction to what happened.	<i>Narrate an Event or Events Sequentially and Describe a Reaction</i>	<ul style="list-style-type: none"> • Use verbs (e.g., go, eat, walked) to describe events. • Use sequence words and phrases (e.g., first, then, after, in the end) to tell events in order. • Use adjectives (e.g., happy, sad, easy, better) to describe a reaction.
Grade 1 (W.1.3) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	<i>Write Narratives Sequencing Two or More Events, Including Details and Closure</i>	<ul style="list-style-type: none"> • Use words and phrases (verbs) to describe two or more events. • Use words and phrases (e.g., first, then, after, in the end) to sequence events. • Use words and phrases (adjectives) (e.g., big, happy, good) to provide details. • Use words and phrases (e.g., in the end) to provide closure.
Grade 2 (W.2.3) Write narratives in which they recount a well elaborated event or short sequence of events; include details to describe actions, thoughts and feelings; use temporal words to signal event order and provide a sense of closure.	<i>Write a Narrative Using Temporal Words to Sequence an Event or Events, Include Detailed Actions, Thoughts, and Feelings and Provide Closure</i>	<ul style="list-style-type: none"> • Use sequence words and phrases (e.g., first, then, after, in the end) to signal event order. • Use words and phrases (verbs) to recount events or a short sequence of events. • Use adjectives (e.g., big, happy, good) and adverbs (e.g., quickly, slowly, bravely) to describe actions, thoughts, and feelings. • Use words and phrases (e.g., in the end) to provide closure.
Grade 3 (W.3.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	<i>Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure</i>	<ul style="list-style-type: none"> • Use sequence words and phrases (e.g., first, then, after, in the end) to signal event order. • Use words and phrases (verbs) to recount events or a short sequence of events. • Use adjectives (e.g., big, happy, good) and adverbs (e.g., quickly, slowly, bravely) to describe actions, thoughts, and feelings. • Use words and phrases (e.g., in the end) to provide closure.

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<p>Grade 4 (W.4.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><i>Write Narratives That Describe Real or Imagined Events, Using Descriptive Details and Clear Event Sequences Structure Narrative to Describe Narrator and Introduce Characters</i></p> <p><i>Use Sensory Details to Describe Experiences and Events in Detail</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases (e.g., once upon a time and “once there was” are common introductions in an imagined narrative) to orient the reader to a situation or narrator. Real or imagined writing can also be introduced by a description of the setting (place) or character (noun). • Use first or third person (e.g., I am or He is) to introduce the characters. • Use sequence words and phrases (e.g., in the beginning, at first, first) to signal event order. • Use adjectives (e.g., sunny, rainy, cheerful, awful) to describe sensory details. • Use words and phrases (verbs) (e.g., felt, think, thought), adverbs to describe events (e.g., slowly, quickly, rapidly) to describe thoughts, and adjectives (e.g., sunny, rainy, sad, glad, cheerful) to describe characters or settings (nouns). • Use transitional words and phrases (e.g., but, because, however) to manage cause and effect and sequencing (e.g., in the beginning, once there was, then, subsequently). • Use words and phrases (e.g., finally, in conclusion, ever after, in the end) to provide closure.
<p>Grade 5 (W.5.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><i>Write Well-Structured Narratives to Describe Real or Imagined Experiences, Sequencing Events, Using Narrative Techniques and Sensory Details</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases (e.g., once upon a time and once there was are common introductions in an imagined narrative) to orient the reader to a situation or narrator. Real or imagined writing can also be introduced by a description of the setting (place) or character (nouns). • Use first or third person (e.g., I am or He is) to introduce the characters. • Use verbs, adverbs, and adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story. • Use sequence words and phrases (e.g., in the beginning, at first, then, what followed) to signal event order. • Use transitional words and phrases (e.g., but, because, however) to manage cause. • Use words and phrases (verbs) (e.g., felt, think, thought) to describe thoughts, adverbs (e.g., slowly, quickly, rapidly) to describe events, and adjectives (e.g., sunny, rainy, sad, glad, cheerful) to describe characters or settings (nouns). • Use words and phrases (e.g., finally, in conclusion, in the end, consequently) to provide closure.

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<p>Grade 6 (W.6.3) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.</p> <p>c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><i>Write Detailed Real or Imagined Narratives</i></p> <p><i>Introduce the Narrator</i></p> <p><i>Develop the Narrative through Dialogue, Pacing</i></p> <p><i>and Description</i></p> <p><i>Use Transitions, Descriptive Details and Sensory</i></p> <p><i>Language and Provide a Conclusion</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases (e.g., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a situation or narrator. • Use first or third person (e.g., I am or He is) to introduce the characters. • Use words and phrases (verbs) (e.g., felt, think, thought) to describe thoughts, adverbs (e.g., slowly, quickly, rapidly) to describe events, and adjectives (e.g., sunny, rainy, sad, glad, cheerful) to describe characters or settings (nouns). • Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when) to signal event order. • Use verbs, adverbs, and adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story. • Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in time frame or setting. • Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus) to provide closure.
<p>Grade 7 (W.7.3) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.</p> <p>c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences</p>	<p><i>Write Well-Structured Narratives to Describe</i></p> <p><i>Real or Imagined Experiences, Sequencing and</i></p> <p><i>Events, Using Effective Techniques, Relevant and</i></p> <p><i>Descriptive Details and Precise Language</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases (e.g., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a situation or narrator. • Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative. • Use adjectives and adverbs (e.g., sunny, rainy, cheerful, awful) to describe sensory details. • Use verbs, adverbs, adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story. • Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in time frame or setting. • Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus) to provide closure.

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or events.		
<p>Grade 8 (W.8.3) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</p> <p>c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><i>Write Well-Structured Real or Imagined Narratives</i></p> <p><i>Use Techniques Such as Establishing a Point of View, Dialogue, Pacing, Description and Reflection</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases (e.g., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a context. • Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative. • Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when, as, initially) to signal event order. • Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in timeframe or setting. • Use precise words (e.g., verbs) (e.g., said, whispered, answered, shouted, replied, grumbled), adverbs (e.g., slowly, quickly, carefully, cheerfully, initially) and adjectives (e.g., cheerful, enthusiastic) to capture the action and convey experiences and events • Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus, hence) to provide closure.
<p>Grade 9-10 (W.9-10.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters;</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events,</p>	<p><i>Write Narratives of Real or Imagined Experiences, Including Relevant, Specific and Compelling Details and Well-Structured Sequences, Using Formal Narrative Techniques and Precise and Sensory Language</i></p>	<ul style="list-style-type: none"> • Use introductory words and phrases (e.g., I have observed that ____; the conflict is ____; two opposing views on ____ are ____) to orient the reader to a problem, establishing one or multiple point(s) of view. • Use the first or third person (e.g., I am or s/he is) to develop point of view in a narrative. • Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when, as, initially) to build and sequence events. • Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in timeframe or setting. • Use precise words (e.g., verbs) (e.g., said, whispered, answered, shouted, replied, grumbled, mumbled), adverbs (e.g., slowly, quickly, carefully, cheerfully, initially, morosely) and adjectives (e.g., cheerful, enthusiastic, interesting, attractive) to convey a vivid picture of the experiences, events, setting and/or

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<p>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;</p> <p>f. Adapt voice, awareness of audience and use of language to accommodate a variety of cultural contexts.</p>		<p>characters.</p> <ul style="list-style-type: none"> • Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus, hence) to provide closure. • Use words and phrases (e.g., student should consider who will be reading the text, what information the readers have and how the prospective readers feel about the topic) to adapt voice and use of language according to the reader's cultural context.
<p>Grade 11-12 (W11-12.3) Not available</p>		

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Writing Anchor Standard 4

Writing Anchor Standard 4	Main Academic Demand
<i>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i>	<i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i>

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Kindergarten (W.K.*)	Not available	
Grade 1 (W.1.4)	Not available	
Grade 2 (W.2.4)	Not available	
Grade 3 (W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	<i>With Guidance and Support from Adults, Develop and Organize Writing according to Task and Purpose</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 3rd grade.
Grade 4 (W.4.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	<i>Produce Writing according to Task, Purpose and Audience</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 4th grade.
Grade 5 (W.5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	<i>Write Clearly and Coherently, Producing Pieces That Have Organization and Take into Account Audience, Task and Purpose Explore Multicultural Perspectives</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 5th grade.
Grade 6 (W.6.4) 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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	<i>Write Clearly and Coherently, Taking into Account That Development, Organization and Style Are Appropriate to Task, Purpose and Audience Explore Cultures and Perspectives</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 6th grade.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 7 (W.7.4) Produce clear, 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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	<i>Produce Clear and Well-Structured Writing, Developing Relevant Details or Reasons in a Manner That Meets the Needs of the Audience and Purpose, Using a Multicultural Perspective</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 7th grade.
Grade 8 (W.8.4) 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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	<i>Produce Clear and Well-Structured Writing, Developing Relevant Details or Reasons in a Manner That Meets the Needs of the Audience and Purpose, Using a Multicultural Perspective</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 8th grade.
Grade 9-10 (W.9-10.4) 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.)	<i>Produce Clear and Coherent Writing Appropriate to Task, Purpose and Audience</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 9th–10th grades.
Grade 11-12 (W11-12.4) 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.)	<i>Develop Clear and Coherent Writing Appropriate to Task, Purpose and Audience</i>	This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 11th–12th grades.

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Writing Anchor Standard 5

Writing Anchor Standard 5	Main Academic Demand
<i>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i>	<i>Strengthen Writing by Revising, Editing or Trying a New Approach</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (W.K.5) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<i>With Guidance and Support from Adults, Add Details and Suggestions from Peers</i>	<ul style="list-style-type: none"> • Use question forms (e.g., Where did it happen? Who was with you?) to offer suggestions. • Use verbs and adjectives (e.g., tall, tired, happy) to add details to characters, settings and events to strengthen writing.
Grade 1 (W.1.5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<i>With Guidance and Support, Add Details in Response to Questions and Suggestions</i>	<ul style="list-style-type: none"> • Use words and phrases (e.g., Where did this take place? Who was present? How did it occur?) to respond to adult support to focus on a topic. • Use question forms (e.g., Where did it happen? Who was with you? When did it take place? How did it happen? I didn't understand) to offer suggestions to peers. • Use verbs and adjectives (e.g., tall, tired, happy) to add details to characters, settings and events to strengthen writing.
Grade 2 (W.2.5) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<i>Revise and Edit with Guidance and Support from Adults and Peers</i>	<ul style="list-style-type: none"> • Use words and phrases (e.g., Where did this take place? Who was present? How did it occur?) to respond to adult and peer support to focus on a topic. • Use question forms (e.g., Where did it happen? Who was with you? When did it take place? How did it happen? I didn't understand) to offer suggestions to peers.
Grade 3 (W.3.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 3.)	<i>With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing</i>	Use question forms for clarification and to ask for suggestions to and from peers (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that ? Can you help me with this section?).
Grade 4 (W.4.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 4.)	<i>With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing</i>	Use question forms for clarification and to ask for suggestions to and from peers (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that ? Can you help me with this section?).

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Grade 5 (W.5.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 5.)	<i>Strengthen Writing by Editing, Revising, Rewriting or Trying a New Approach, with Guidance and Support</i>	Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that ? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).
Grade 6 (W.6.5) 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. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 6.)	<i>With Guidance and Support, Plan, Edit, Rewrite or Try a New Approach</i>	Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that ? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).
Grade 7 (W.7.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 7.)	<i>With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies</i>	<ul style="list-style-type: none"> • Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?). • Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is the purpose? What exactly do you want to say?).
Grade 8 (W.8.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 8.)	<i>With Some Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies</i>	<ul style="list-style-type: none"> • Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?). • Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is its purpose? What exactly do you want to say?).
Grade 9-10 (W.9-10.5) 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 9–10.)	<i>Strengthen Writing by Revising, Editing or Trying a New Approach for a Specific Purpose and Audience</i>	<ul style="list-style-type: none"> • Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that ? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?). • Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is the purpose? What exactly do you want to say?).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 11-12 (W11-12.5) 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.)	<i>Develop and Strengthen Writing by Focusing on What Is Most Significant for a Specific Purpose and Audience</i>	<ul style="list-style-type: none"> • Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?). • Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is the purpose? What exactly do you want to say?).

**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Writing Anchor Standard 7

Writing Anchor Standard 7	Main Academic Demand
<i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>	<i>Research Projects Based on Questions and Understanding</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (W.K.7) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in Collaborative Research and Writing Projects</i>	<ul style="list-style-type: none"> • Recognize a favorite author (e.g., Alma Flor Ada, <i>I Love Saturdays, Domingos</i> [2004] and <i>Let Me Help/Quiero Ayudar</i> [2010]). • Use sentence structures to express an opinion (e.g., I like ____ because ____; I don't like it because ____; I think this book/character is better because ____; this author writes about ____).
Grade 1 (W.1.7) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<i>Participate in Collaborative Research and Writing Projects</i>	<ul style="list-style-type: none"> • Identify "how-to" books (e.g., books that teach how to do something) by identifying a topic (e.g., bubbles) and that have <i>How to</i> in the title (e.g., <i>How to make bubbles</i>, Erika L. Shores [2011]; <i>How to Make Monstrous, Big, Huge, Unbelievably Big Bubbles</i>, David Stein [2005]). • Use sequence words and phrases to introduce multiple steps (e.g., first, second, then, after; e.g., in making bubbles).
Grade 2 (W.2.7) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<i>Participate in Collaborative Research and Writing Projects</i>	<ul style="list-style-type: none"> • Use words and phrases to introduce a topic (e.g., The topic is ____; the main idea is ____; the project is going to focus on ____ based on reading books on the same topic; e.g., <i>Sharks! Amazing Facts & Pictures of the Coolest Fish in the Sea!</i>, Alex Davis [2013] and <i>Sharks</i>, Lauren Brown [2013]). • Use sentence structures to introduce different sources used in the research (e.g., We used the following trade books and websites ____). • Use sequence words and phrases (e.g., the most important fact, also, finally) to produce a report or record a science observation (e.g., in writing about sharks).
Grade 3 (W.3.7) Conduct short research projects that build knowledge about a topic.	<i>Conduct Research Projects on a Topic</i>	<ul style="list-style-type: none"> • Use words and phrases to introduce the research topic (e.g., This research is about ____; it will explain that ____). • Identify books and/or sources that deal with the same topic but use related words (e.g., for the water cycle, students can find the following titles that deal with this topic using associated words: <i>A Drop Around the World</i>, Barbara McKinney & Michael S. Maydak [1998] and the <i>Snowflake: A Water Cycle Story</i>, Neil Waldman [2003]). • Use sentence structures to introduce different sources used in the research (e.g., We used the following trade books and websites ____). • Use sequence words and phrases to introduce multiple steps

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		(e.g., first, second, then, after) in a science observation (e.g., the water cycle).
Grade 4 (W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<i>Conduct Research That Targets Different Aspects of a Topic</i>	<ul style="list-style-type: none"> • Use words and phrases to introduce the research topic (e.g., This research is about ____; it will explain that ____; some authors think that ____, while others think that ____). • Identify books and/or sources (e.g., <i>Weather</i>, Donald Silver & Patricia J. Wynne [2011] and the <i>Life and Times of a Drop of Water</i>, Angela Royston [2005]) that deal with different aspects of the same topic (e.g., the water cycle and the weather). • Use sentence structures to introduce different sources used in the research (e.g., We used the following books ____; we used the following sources ____; this research is based on ____). • Use sentence structures to build knowledge of different aspects of a topic (e.g., another aspect, furthermore, in addition).
Grade 5 (W.5.7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<i>Strengthen Writing by Editing, Revising, Rewriting or Trying New Approach, with Guidance and Support</i>	<ul style="list-style-type: none"> • Use words and phrases to introduce the research topic (e.g., This research is about ____; some authors think that ____, others think that ____). • Use sentence structures to introduce the use of several sources (e.g., This research is based on ____; the following trade books, textbooks and websites were consulted ____). • Use sentence structures to build knowledge of different aspects of a topic (e.g., another aspect, furthermore, in addition, finally).
Grade 6 (W.6.7) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<i>Conduct Research Projects Based on Questions and Sources Refocus Inquiry if Appropriate</i>	<ul style="list-style-type: none"> • Use words, phrases and questions to focus on a topic to be developed (e.g., This project report is about ____; the main question was ____). • Use sentence structures to introduce the use of several sources (e.g., The following trade books, textbooks and websites were consulted ____). • Use sentence structures to refocus the inquiry (if appropriate) (e.g., Therefore, the main question is ____ and not ____; the issue is ____ and not ____).
Grade 7 (W.7.7) Conduct short research projects to answer a question, drawing on several sources and generating additional related and focused questions for further research and investigation.	<i>Develop a Research Topic Using Several Sources to Answer and Generate Questions</i>	<ul style="list-style-type: none"> • Identify subtopics to research in response to a question or information (e.g., In addition, the question of ____; another related question is ____; as a result ____). • Use sentence structures to introduce the use of several sources (e.g., the following trade books, textbooks and websites were consulted ____). • Identify additional questions found in information from the sources to further research and investigate (e.g., Other questions that are worth investigating are ____; further research should analyze ____).

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Grade 8 (W.8.7) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related and focused questions that allow for multiple avenues of exploration.	<i>Develop a Research Project Using Several Sources to Answer and Generate Focused Questions</i>	<ul style="list-style-type: none"> • Identify subtopics to research in response to a question posed by the teacher or self-generated by the student (e.g., In addition, the question of ____; another related question is ____). • Use sentence structures to introduce different sources used in the research (e.g., In order to answer these questions, the following trade books, textbooks, websites and newspapers were consulted ____). • Identify additional questions found in information from the sources to further research and investigate (e.g., Other questions that are worth investigating are ____; further research should analyze ____).
Grade 9-10 (W.9-10.7) 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. a. Explore topics dealing with different cultures and world viewpoints.	<i>Conduct Research Projects to Answer Questions or Solve a Problem Synthesize Multiple Sources Explore Different Viewpoints and Cultures</i>	<ul style="list-style-type: none"> • Identify topics to research in response to a question posed by the teacher or a self-generated question, (e.g., The main question is ____; in addition, the question of ____; another related question is ____). • Use sentence structures to introduce different sources used in the research (e.g., In order to answer these questions, the following trade books, textbooks, websites and newspapers were consulted ____). • Use sentence structures to identify and solve a problem (e.g., the issue/problem/ complication is ____; the solution/explanation is ____), including those dealing with different cultures and viewpoints. • Use introductory words and phrases to narrow or broaden the inquiry (e.g., One aspect that has not received attention is ____; the following factors need to be included ____). • Use introductory words and phrases to synthesize multiple sources (e.g., All authors/sources agree on ____ but disagree on ____; what we take from this body of research is that ____). • Use words and phrases to conclude the inquiry and present different cultures and viewpoints (e.g., The conclusion is ____; in summary, ____; in this book the cultural elements/viewpoints are ____).

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<p>Grade 11-12 (W11-12.7) 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. a. Explore topics dealing with different cultures and world viewpoints.</p>	<p><i>Conduct Research Projects to Answer Questions or Solve a Problem Synthesize Multiple Sources Explore Different Viewpoints and Cultures</i></p>	<ul style="list-style-type: none"> • Identify topics to research in response to a question posed by the teacher or a self-generated question (e.g., The main question is ____; in addition, the question of ____; another related question is ____). • Use questions to focus on a topic to be developed (e.g., This project report is about ____; the main question is ____; one question that remains unanswered is ____; a problem/issue that needs further research is ____). • Use sentence structures to introduce different sources used in the research (e.g., In order to answer these questions, the following trade books, textbooks, websites and newspapers were consulted ____). • Use sentence structures to narrow or broaden the inquiry (e.g., One aspect that has not received attention is ____; the following factors need to be included ____), including those dealing with different cultures and viewpoints • Use sentence structures to synthesize multiple sources (e.g., All authors/sources agree on ____ but disagree on ____; what we take from this body of research is that ____). • Use words and phrases to conclude the inquiry and present different cultures and viewpoints (e.g., The conclusion is ____; in summary, ____; in this book the cultural elements/viewpoints are ____).

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Writing Anchor Standard 8

Writing Anchor Standard 8	Main Academic Demand
<i>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>	<i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (W.K.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>With Guidance and Support, Recall and Gather Information to Answer a Question</i>	<ul style="list-style-type: none"> • Use question and answer forms to recall experiences (e.g., Has something like this happened to you before? It happened when ____). • Ask and answer questions from provided sources (e.g., Do you remember where you learned ____? Do you recall in which book? I learned this from ____; I know that ____).
Grade 1 (W.1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>With Guidance and Support, Recall and Gather Information to Answer a Question</i>	<ul style="list-style-type: none"> • Use question and answer forms to recall information from experiences (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of ____; I remember that ____). • Ask and answer questions from provided sources (e.g., Do you remember where you learned ____? Do you recall in which book? In what other book did you ____? In these books it says ____; I learned that ____).
Grade 2 (W.2.8) Recall information from experiences or gather information from provided sources to answer a question.	<i>Recall and Gather Information to Answer a Question</i>	<ul style="list-style-type: none"> • Use question and answer forms to recall information from experiences (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of ____; I remember that ____). • Ask and answer questions from provided sources (e.g., Do you remember where you learned ____? Do you recall in which book? In what other book did you ____? In these books it says ____; I learned that ____).
Grade 3 (W.3.8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<i>Recall and Gather Information Make Notes about the Different Sources and Categorize Evidence</i>	<ul style="list-style-type: none"> • Use question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of ____; I learned that ____). • Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books have you used for ____? I used the following books ____; I used the following sources ____). • Use words and phrases to describe information gathered from print or digital sources (e.g., I used the following books/chapters/articles/website/browser/ database ____). • Use sentence structures that target sorting evidence into categories (e.g., This information can be organized by ____; the

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		facts can be arranged by ____).
Grade 4 (W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	<i>Recall, Gather, Take Notes and Categorize Information from Different Sources and Provide a List of Sources</i>	<ul style="list-style-type: none"> • Use question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? This happened to me when ____; I learned that ____). • Use words and phrases to describe information gathered from print or digital sources (e.g., I used the following books/chapters/articles/website/browser/ database to ____). • Use sentence structures that target sorting evidence into categories (e.g., This information can be organized by ____; the facts can be arranged by ____; the following categories can be useful to analyze this information ____).
Grade 5 (W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	<i>Gather Relevant Information from Multiple Sources (Print and Digital) and Assess the Credibility of Each Source, Paraphrasing and Summarizing Information</i>	<p>Use question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? I know that ____; this reminds me of ____).</p> <ul style="list-style-type: none"> • Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books/database/articles have you used for ____? I used the following books/chapters/articles/website/browser/database to ____). • Use sentence structures to summarize (e.g., I compiled the following information ____; to sum up ____; the main points are ____).
Grade 6 (W.6.8) Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<i>Gather Information from Multiple Sources and Assess Their Credibility Paraphrase Data and/or Conclusions and Avoid Plagiarism Provide Bibliography</i>	<ul style="list-style-type: none"> • Use sentence structures to state if the information was gathered from print or digital sources (e.g., Where did you find that information? Where did you learn that? What books/database/articles have you used? I used the following books/ chapters/articles/website/browser/database ____). • Use sentence structures to quote or paraphrase information (e.g., The author states that ____; on page ____ the author says ____; [Author and date] states “____”).
Grade 7 (W.7.8) 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.	<i>Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy Quote and Paraphrase Using a Standard Format for Citation</i>	<ul style="list-style-type: none"> • Use sentence structures to gather and present information from multiple sources (e.g., I used books/database/articles to find the following information ____). • Use search words and terms effectively to gather information (e.g., right click, drop down menu, double click). • Use sentence structures to analyze the credibility of sources (e.g., This source is valid/ reliable because ____; the information from this source is invalid/unreliable because ____). • Use sentence structures to describe the data and conclusions of others (e.g., These authors conclude that ____; the final outcome is ____; the conclusion was ____).

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Grade 8 (W.8.8) 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.	<i>Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy Quote and Paraphrase Using a Standard Format for Citation</i>	<ul style="list-style-type: none"> • Use sentence structures to gather and present information from multiple sources (e.g., I used books/database/articles to find the following information ____). • Use search words and terms effectively to gather information (e.g., right click, drop down menu, double click). • Use sentence structures to analyze the credibility of sources (e.g., This source is valid/ reliable because ____; the information from this source is invalid/unreliable because ____). • Use sentence structures to describe the data and conclusions of others (e.g., These authors conclude that ____; the final outcome is ____; the conclusion was ____).
Grade 9-10 (W.9-10.8) 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.	<i>Gather and Evaluate Information from Multiple Sources for Task, Purpose and Audience Integrate Information Effectively Avoid Plagiarism and Follow a Standard Format for Citation</i>	<ul style="list-style-type: none"> • Use sentence structures to describe authoritative print and digital sources (e.g., This website is reliable/dependable because ____; this source is reliable/ unreliable because ____). • Use words and phrases to analyze the usefulness of each source in answering the research question (e.g., This source has the advantage of ____; the benefit of using this website is that ____; the disadvantage of this source is that ____). • Use sentence structures to describe the data and conclusions of others (e.g., The authors conclude that ____; the consequence/outcome of this research is that ____; to conclude, the authors state that ____).
Grade 11-12 (W11-12.8) 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 on 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>Gather and Evaluate Information from Multiple Sources in Terms of Task, Purpose and Audience Integrate Information Effectively Avoid Plagiarism and Follow a Standard Format for Citation</i>	<ul style="list-style-type: none"> • Use sentence structures to describe authoritative print and digital sources (e.g., This website is reliable/unreliable because ____; this source is dependable because ____). • Use words and phrases to analyze the usefulness and limitations of each source in answering the research question (e.g., This source has the advantage of ____; the benefit of using this website is that ____; the disadvantage of this source is that ____; the limitation(s) of this source/website is/are ____). • Use sentence structures to describe the data and conclusions of others (e.g., The authors conclude that ____; the consequence/outcome of this research is that ____; to conclude, the authors state that ____).

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Compendium of Academic & Linguistic Demands

Writing Anchor Standard 9

Writing Anchor Standard 9	Main Academic Demand
<i>Draw evidence from literary or informational texts to support analysis, reflection and research.</i>	<i>Draw Evidence from Texts to Support Analysis, Reflection and Research</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (W.K.9)	n/a	n/a
Grade 1 (W.1.9)	n/a	n/a
Grade 2 (W.2.9)	n/a	n/a
Grade 3 (W.3.9)	n/a	n/a
Grade 4 (W.4.9) a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions]”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<i>Gather Evidence from Literary and Informational Texts to Support Analysis, Reflection and Research</i>	This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards: <ul style="list-style-type: none"> • Reading Literature, Standard 4.3 • Reading for Information, Standard 4.8
Grade 5 (W.5.9) a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<i>Collect Evidence from Literary and Informational Texts to Support Analysis, Reflection and Research Make Inferences and Draw Conclusions Based on Evidence of Texts, Using Previously Learned Strategies</i>	This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards: <ul style="list-style-type: none"> • Reading Literature, Standard 5.3 • Reading for Information, Standard 5.8
Grade 6 (W.6.9) Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<i>Compare and Contrast Texts in Different Genres and Trace and Evaluate Arguments</i> <i>Draw Evidence from Texts to Support Analysis, Reflection and Research</i>	This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards: <ul style="list-style-type: none"> • Reading Literature, Standard 6.9 • Reading for Information, Standard 6.8

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 7 (W.7.9) Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><i>Draw Inferences and Make Conclusions Based on Evidence of Text To Support Analysis, Reflection and Research, Using Previously Learned Strategies</i></p>	<p>This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:</p> <ul style="list-style-type: none"> • Reading Literature, Standard 7.9 • Reading for Information, Standard 7.8
<p>Grade 8 (W.8.9) Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><i>Draw Evidence from Informational and Literary Texts Using Previously Acquired Strategies</i></p>	<p>This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:</p> <ul style="list-style-type: none"> • Reading Literature, Standard 8.9 • Reading for Information, Standard 8.8
<p>Grade 9-10 (W.9-10.9) Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><i>Draw Evidence from Literary and Informational Texts to Support Analysis, Reflection and Research</i></p>	<p>This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:</p> <ul style="list-style-type: none"> • Reading Literature, Standard 9–10.9 • Reading for Information, Standard 9–10.8

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 11-12 (W11-12.9) 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 18th, 19th and early 20th 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]”).</p>	<p><i>Draw Evidence from Literary and Informational Texts to Support Analysis, Reflection and Research</i></p>	<p>This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:</p> <ul style="list-style-type: none"> • Reading Literature, Standard 11–12.9 • Reading for Information, Standard 11–12.8

Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands

Writing Anchor Standard 11

Writing Anchor Standard 11	Main Academic Demand
<i>Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.</i>	<i>Develop Connections within and across Genres as They Respond to Texts through Written, Digital and Oral Presentations</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (W.K.11) Create and/or present a poem, dramatization, art work or personal response to a particular author or theme studied in class, with support as needed.	<i>With Prompting and Support, Create a Personal Response to a Particular Author</i>	Use introductory words and phrases to present a poem, dramatization, art work, author or theme (e.g., I wrote about ____; I will present ____; I want to show you ____).
Grade 1 (W.1.11) Create and present a poem, dramatization, art work or personal response to a particular author or theme studied in class, with support as needed.	<i>With Prompting and Support, Create a Personal Response to a Particular Author</i>	Use introductory words and phrases to present a poem, dramatization, art work, author or theme (e.g., I wrote about ____; I will present ____; I want to share my work about ____).
Grade 2 (W.2.11) Create and present a poem, narrative, play, art work or personal response to a particular author or theme studied in class, with support as needed.	<i>With Prompting, Create a Personal Response to a Particular Author</i>	Use introductory words and phrases to present a poem, dramatization, art work, author or theme (e.g., I wrote about ____; I will present ____; I want to show what I did ____).
Grade 3 (W.3.11) Create and present a poem, narrative, play, artwork or personal response to a particular author or theme studied in class.	<i>Create a Personal Response to a Particular Author or Theme</i>	Use introductory words and phrases to present a poem, dramatization, art work, author or theme (e.g., I wrote about ____; I will present ____; I want to show what I wrote about ____; my presentation is about ____).
Grade 4 (W.4.11) Create and present a poem, narrative, play, art work or literary review in response to a particular author or theme studied in class.	<i>Create a Personal Response to a Particular Author or Theme, through Written, Personal, Cultural, Textual or Thematic Connections</i>	Use sentence structures to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that ____; I don't agree with [name of author] because ____).
Grade 5 (W.5.11) Create and present an original poem, narrative, play, art work or literary critique in response to a particular author or theme studied in class. a. Recognize and illustrate social, historical and cultural features in the presentation of literary texts.	<i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections</i>	<ul style="list-style-type: none"> • Use sentence structures to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that ____; I don't agree with [name of author] because ____). • Use introductory words and phrases to recognize the social, cultural and historical features of a text (e.g., This work took place when ____; we should consider the following cultural aspects ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 6 (W.6.11) Create and present a text or art work in response to a literary work. a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical and cultural features in the presentation of literary texts. c. Create poetry, stories, plays and other literary forms (e.g., videos, art work).	<i>Create a Personal Response to a Particular Author or Theme</i>	<ul style="list-style-type: none"> • Use sentence structures to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that ____; I don't agree with [name of author] because ____). • Identify/use relevant details to illustrate social, historical and cultural features (e.g., chronological markers, cause-and-effect words that indicate a relationship among events [e.g., because, therefore, as a result]). • Use sentence structures to recognize the social, cultural and historical features of a text (e.g., This work took place when ____; we should consider the following cultural aspects ____).
Grade 7 (W.7.11) Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. a. Make deliberate, personal, cultural, textual and thematic connections across genres. b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).	<i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres</i>	<ul style="list-style-type: none"> • Use introductory words and phrases to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that ____; I don't agree with [name of author] because ____; this reminds me of ____; other authors say that ____). • Use introductory words and phrases to make deliberate, personal, cultural and textual connections across genres (e.g., Other authors state ____; I had a personal experience that relates to this topic ____; a similar point is made in ____).
Grade 8 (W.8.11) Create a presentation, art work or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. a. Make well-supported personal, cultural, textual and thematic connections across genres. b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).	<i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres</i>	<ul style="list-style-type: none"> • Use introductory words and phrases to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that ____; I don't agree with [name of author] because ____; this reminds me of ____; other authors say that ____). • Use introductory words and phrases that indicate how the personal commentary is different from the original (e.g., The author states ____ but I think that ____; the author says ____ but I also want to add that ____). • Use introductory words and phrases to make deliberate, personal, cultural and textual connections across genres (e.g., Other authors state ____; I had a personal experience that relates to this topic ____; a similar point is made in ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 9-10 (W.9-10.11) Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p> <p>a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social and cultural connections and insights.</p> <p>b. Identify, analyze and use elements and techniques of various genres of literature.</p> <p>c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.</p> <p>d. Create poetry, stories, plays and other literary forms (e.g., videos, art work).</p>	<p><i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections</i></p>	<ul style="list-style-type: none"> • Identify words, phrases and techniques of various genres of literature (e.g., vocabulary, sentence patterns, rhetorical elements) to create a literary text. • Identify/create texts that present various cultural and historical perspectives (e.g., The point of view of this author is ____; this point of view is influenced by the following historical/cultural elements ____).
<p>Grade 11-12 (W.11-12.11) Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</p> <p>a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</p> <p>b. Identify, analyze and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony and ambiguity, to affect meaning.</p> <p>c. Develop innovative perspectives on texts, including historical, cultural, sociological and psychological contexts.</p> <p>d. Create poetry, stories, plays and other literary forms (e.g., videos, art work).</p>	<p><i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections</i></p>	<ul style="list-style-type: none"> • In prewriting activities, create factual and interpretative questions (e.g., A factual question asks for facts: When did (event) happen? Interpretative questions have more than one answer: How is success defined in history?). • Identify words, phrases and techniques of various genres of literature (e.g., vocabulary, sentence patterns, rhetorical and allegorical elements, as well as irony and ambiguity) to create a literary text. • Identify/create texts that present various cultural and historical perspectives (e.g., The point of view of this author is ____; this point of view is influenced by the following historical/cultural/psychological/sociological elements ____).