WHST 2: Write Informative/explanatory texts, including the narration of historical events…

6-8	9-10	11-12
6-8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.	9-10.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.	11-12.2a: Introduce a topic **and organize complex ideas**, concepts, and information **so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
6-8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	9-10.2b: 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.**	11-12.2b: 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.
6-8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	9-10.2c: Use **varied transitions and sentence structures to link the major sections of text,** create cohesion and clarify the relationships among ideas and concepts.	11-12.2c: Use varied transitions and sentence structures to link the major sections of text, create cohesion and clarify the relationships among ideas and concepts.
6-8.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	9-10.2.d: Use precise language and domain-specific vocabulary **to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.**	11-12.2.d: Use precise language, **domain-specific vocabulary, and techniques such as metaphor, simile, and analogy** to manage the complexity of the topic; **convey a knowledgeable stance in a style that responds to the discipline and context** as well as to the expertise of likely readers.
6-8.2.e: Establish and maintain a formal style and objective tone.	9-10.2.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.**	11-12.2.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.
6-8.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	9-10.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented **(e.g. articulating implications of the significance of the topic).**	9-10.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications of the significance of the topic).

Production and Distribution of Writing				
CCSS Writing Standard 4: Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
CCSS Writing Standard 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 at appropriate Grade Level.				
CCSS Writing Standard 6:				
6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 3 pages (by 6th Grade).	7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	9-10.6: Use technology, including the Internet, to produce and publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.6: Us technology, including the Internet, to produce publish, and update individual and shared writing products in response to ongoing feedback, including new arguments or information

Anchor Standards 7-9: Research to Build and Present Knowledge

Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	8.7: Conduct short research projects to answer a question (**including a self-generated question**), drawing on several sources and generating additional related, focused questions **that allow for multiple avenues of exploration.**	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.**	11-12.7Conduct 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.**
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 provided basic bibliographic information for sources	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 date and conclusions of others while avoiding plagiarisms and following a **standard format for citation.**	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 date and conclusions of others while avoiding plagiarisms and following a standard format for citation.	9-10.8: Gather relevant information from multiple authoritative print and digital sources, using **advanced** search terms effectively; assess the **strengths and limitations of each source in terms of the teak, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,** avoiding plagiarisms and following a standard format for citation.	11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the teak, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarisms **and over-reliance on any one source** and following a standard format for citation.
6.9: Draw evidence from literary or information texts to support analysis, reflection, and research. 　　6.9.b: Apply grade 6 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not."	7.9: Draw evidence from literary or information texts to support analysis, reflection, and research. 　　7.9.b: Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not."	8.9: Draw evidence from literary or information texts to support analysis, reflection, and research. 　　8.9.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").	9-10.9: Draw evidence from literary or information texts to support analysis, reflection, and research. 　　9-1-.9.b: Apply grade 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").	11-12.9: Draw evidence from literary or information texts to support analysis, reflection, and research. 　　11-12.9.b: Apply grade 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]"**