

MS-CCR Writing Standards 2nd-6th Vertical Progressions

Underlined and bold-faced portions of standards are NEW to the specific grade level

Grade Level	Writing Standard 1
CCR	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
6	Write <u>arguments to support claims with clear reasons and relevant evidence</u> . <ol style="list-style-type: none"> a. Introduce <u>claim(s)</u> and <u>organize reasons and evidence clearly</u>. b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</u>. c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</u>. d. <u>Establish and maintain a formal style</u>. e. Provide a concluding statement or section <u>that follows the argument presented</u>.
5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are <u>logically</u> grouped to support the writer's purpose. b. Provide <u>logically ordered</u> reasons that are supported by facts and details. c. Link opinions and reasons using words, phrases, <u>and clauses</u> (e.g. <u>consequently, specifically</u>). d. Provide a concluding statement or section related to the opinion presented.
4	Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u> . <ol style="list-style-type: none"> a. Introduce the topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which related ideas are grouped to support the writer's purpose</u>. b. Provide reasons that are <u>supported by facts and details</u>. c. Link opinions and reasons using words or phrases (e.g. <u>for instance, in order to, in addition</u>). d. Provide a concluding statement or section <u>related to the opinion presented</u>.
3	Write opinion pieces on topics or texts, <u>supporting a point of view with reasons</u> . <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u>. b. Provide reasons that support an opinion. c. Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or <u>section</u>.
2	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply <u>reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons</u> , and

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	provide a concluding statement or section .
Grade Level	Writing Standard 2
CCR	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
6	Write informative/explanatory text to examine a topic and convey ideas, concepts , and information through the selection, organization, and analysis of relevant content . <ul style="list-style-type: none"> 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 comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that flows from the information or explanation presented.
5	Write informative/explanatory text to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented
4	Write informative/explanatory text to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs or sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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	<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Provide a concluding statement or section <u>related to the information or explanation presented.</u></p>
3	<p>Write informative/explanatory text <u>to examine a topic and convey ideas and information clearly.</u></p> <p>a. Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with</u> facts, definitions, and <u>details.</u></p> <p>c. <u>Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</u></p> <p>d. Provide a concluding statement or section.</p>
2	<p>Write informative/explanatory texts in which they <u>introduce</u> a topic, <u>use</u> facts <u>and definitions to develop points</u>, and provide <u>a concluding statement or section.</u></p>

Grade Level	Writing Standard 3
CCR	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	<p>Write narratives to develop real or imagined experiences or events using effective technique, <u>relevant</u> descriptive details, and <u>well-structured</u> event sequences.</p> <p>a. <u>Engage and</u> orient the reader by establishing a <u>context</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally <u>and logically.</u></p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, <u>and/or characters.</u></p> <p>c. Use a variety of transitional words, phrases, and clauses <u>to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>d. Use <u>precise</u> words and phrases, <u>relevant descriptive details</u>, and <u>sensory language</u> to convey experiences or events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

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5	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
4	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 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.
2	<p>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.</p>

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Grade Level	Writing Standard 4
CCR	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	Same as 3 rd
4	Same as 3 rd
3	<u>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 above.)</u>
2	Begins in Grade 3

Grade Level	Writing Standard 5
CCR	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6	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 .)
5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, <u>rewriting, or trying a new approach</u> . (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 .)
4	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 on pages 28 and 29.)
3	With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning</u> , revising, and editing. (<u>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.</u>)
2	With guidance and support from adults <u>and peers</u> , focus on a topic and strengthen writing as needed <u>by revising and editing</u> .

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Grade Level	Writing Standard 6
CCR	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
5	With some guidance and support from adults, 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.
4	With <u>some</u> guidance and support from adults, use technology, <u>including the Internet</u> , to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</u>
3	With guidance and support from adults, use <u>technology</u> to produce and publish writing <u>(using keyboarding skills) as well as to interact and collaborate with others.</u>
2	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade Level	Writing Standard 7
CCR	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6	Conduct short research projects <u>to answer a question, drawing on</u> several sources <u>and refocusing the inquiry when appropriate.</u>
5	Conduct short research projects that <u>use several sources to build knowledge</u> through investigation of different aspects of a topic.
4	Conduct short research projects that build knowledge <u>through investigation of different aspects of</u> a topic.
3	<u>Conduct short</u> research projects <u>that build knowledge about a topic.</u>
2	Participate in shared research and writing projects (e.g., <u>read</u> a number of books <u>on a single topic to produce a report; record science observations</u>).

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Grade Level	Writing Standard 8
CCR	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
6	Gather relevant information from <u>multiple</u> print and digital sources; <u>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</u> sources.
5	Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase</u> information in notes <u>and finished work</u> , and provide a list of sources.
4	Recall relevant information from experiences or gather <u>relevant</u> information from print and digital sources; take notes and <u>categorize information, and provide a list of sources.</u>
3	Recall information from experiences or gather information from <u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>
2	<u>Recall information from experiences or gather information from provided sources to answer a question.</u>

Grade Level	Writing Standard 9
CCR	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 6 Reading standards</u> to literary texts b. Apply <u>grade 6 Reading standards</u> to <u>literary</u> nonfiction and/or informational texts
4-5	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 4 OR 5 Reading standards</u> to literary texts b. Apply <u>grade 4 OR 5 Reading standards</u> to informational texts

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Grade Level	Writing Standard 10
CCR	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks, purposes, and audiences.
3-6	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks, purposes, and audiences.