

GRADE-LEVEL LOOK at *Text Types and Purposes*

GRADE 6 ELA

CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 6 ELA Writing Standard 1 Argumentative	CCSS Grade 6 ELA Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 6 ELA Writing Standard 3 Narrative	Notes
1. Write arguments to support claims with clear reasons and relevant evidence.	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	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.	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.	[Establishing focus, organization]
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	[Development]
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	c. Use appropriate transitions to clarify the relationships among ideas and concepts.	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	[Coherence, clarity]
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	[Word choice]
d. Establish and maintain a formal style.	e. Establish and maintain a formal style.		[Style and tone]
e. Provide a concluding statement or section that follows from the argument presented.	f. Provide a concluding statement or section that follows from the information or explanation presented.	e. Provide a conclusion that follows from the narrated experiences or events.	[Conclusion]

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types."

GRADE 7 ELA

CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 7 ELA Writing Standard 1 Argumentative	CCSS Grade 7 ELA Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 7 ELA Writing Standard 3 Narrative	Notes
1. Write arguments to support claims with clear reasons and relevant evidence.	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	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.	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.	[Establishing focus, organization]
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	[Development]
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	[Coherence, clarity]
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	[Word choice]
d. Establish and maintain a formal style.	e. Establish and maintain a formal style.		[Style and tone]
e. Provide a concluding statement or section that follows from and supports the argument presented.	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	[Conclusion]

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types."

GRADE 8 ELA

CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 8 ELA Writing Standard 1 Argumentative	CCSS Grade 8 ELA Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 8 ELA Writing Standard 3 Narrative	Notes
1. Write arguments to support claims with clear reasons and relevant evidence.	2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	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.	<i>[Establishing focus, organization]</i>
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<i>[Development]</i>
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	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.	<i>[Coherence, clarity]</i>
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<i>[Word choice]</i>
d. Establish and maintain a formal style.	e. Establish and maintain a formal style.		<i>[Style and tone]</i>
e. Provide a concluding statement or section that follows from and supports the argument presented.		e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<i>[Conclusion]</i>

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types."

GRADES 9/10 ELA

CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 9/10 ELA Writing Standard 1 Argumentative	CCSS Grade 9/10 ELA Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 9/10 ELA Writing Standard 3 Narrative	Notes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
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.	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.	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.	[Establishing focus, organization]
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.	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.	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	[Development]
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.	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.	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	[Coherence, clarity]
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	[Word choice]
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		[Style and tone]
e. Provide a concluding statement or section that follows from and supports the argument presented.	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).	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	[Conclusion]

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types."

GRADES 11/12 ELA

CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 11/12 ELA Writing Standard 1 Arguments	CCSS Grade 11/12 ELA Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 11/12 ELA Writing Standard 3 Narratives	Notes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
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.	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.	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	[Establishing focus, organization]
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.	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.	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	[Development]
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.	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.	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	[Coherence, clarity]
	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	[Word choice]
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		[Style and tone]
e. Provide a concluding statement or section that follows from and supports the argument presented.	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).	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	[Conclusion]

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types."

GRADES 6-8 Literacy in History/Social Studies, Science, and Technical Subjects
 CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 6-8 Literacy Writing Standard 1 Arguments	CCSS Grade 6-8 Literacy Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 6-8 Literacy Writing Standard 3 Narratives	Notes
1. Write arguments focused on <i>discipline-specific content</i> .	2. Write informative/ explanatory texts including the narration of historical events, scientific procedures/ experiments, or technical processes.	3. "(See note; not applicable as a separate requirement)"	
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	a. 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.		[Establishing focus, organization]
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		[Development]
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		[Coherence, clarity]
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		[Word choice]
d. Establish and maintain a formal style.	e. Establish and maintain a formal style and objective tone.		[Style and tone]
e. Provide a concluding statement or section that follows from and supports the argument presented.	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		[Conclusion]

"Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results."

GRADES 9-10 Literacy in History/Social Studies, Science, and Technical Subjects
 CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 9-10 Literacy Writing Standard 1 Arguments	CCSS Grade 9-10 Literacy Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 9-10 Literacy Writing Standard 3 Narratives	Notes
1. Write arguments focused on <i>discipline-specific content</i> .	2. Write informative/ explanatory texts including the narration of historical events, scientific procedures/ experiments, or technical processes.	3. "(See note; not applicable as a separate requirement)"	
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	a. Introduce a topic and organize 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.		[Establishing focus, organization]
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	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.		[Development]
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.	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.		[Coherence, clarity]
	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.		[Word choice]
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		[Style and tone]
e. Provide a concluding statement or section that follows from or supports the argument presented.	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).		[Conclusion]

"Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results."

GRADES 11-12 Literacy in History/Social Studies, Science, and Technical Subjects
 CCR Anchor Writing Standards 1, 2, 3 - Text Types and Purposes*

1. Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS Grade 11-12 Literacy Writing Standard 1 Arguments	CCSS Grade 11-12 Literacy Writing Standard 2 Informative/Explanatory Texts	CCSS Grade 11-12 Literacy Writing Standard 3 Narratives	Notes
1. Write arguments focused on <i>discipline-specific content</i> .	2. Write informative/ explanatory texts including the narration of historical events, scientific procedures/ experiments, or technical processes.	3. "(See note; not applicable as a separate requirement)"	
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 the claim(s), counterclaims, reasons, and evidence.	a. 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., figures, tables), and multimedia when useful to aiding comprehension.		[Establishing focus, organization]
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	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.		[Development]
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.	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		[Coherence, clarity]
	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.		[Word choice]
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.			[Style and tone]
e. Provide a concluding statement or section that follows from or supports the argument presented.	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).		[Conclusion]

"Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results."