

Common Core Anchor Writing Standards

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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core Writing Standard 1.

Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Recommendation: Students should read/hear statements that communicate opinions and positions, analyze the ways in which the writers communicate their position, then write their own opinion statements—including a variety of formats—advertisement for a book, why ___ is my favorite ___, why people should _____. The writing can relate to topics of everyday life, science, social studies, and to literature—advocating “my favorite genre” or story, for example. For primary level, set up “frames” into which students can insert specific words. Beginning in Grade 3, the standards provide a guide that students can use to pre-write their position statements.

Grade to Grade Level Requirements

Boldfaced items are additional requirements at the subsequent grade.

K-2 State Opinions

K	Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., <i>My favorite book is . . .</i>).
1	Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.
2	Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., <i>because, and, also</i>), and provide a sense of closure.

K-3: Organize, then write opinions

3	<ul style="list-style-type: none"> a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons. b. Provide reasons that support the opinion. c. Use appropriate words to link opinions and reason(s) (e.g., <i>because, therefore, in order to, since, for example</i>). d. Provide a sense of closure.
4	<ul style="list-style-type: none"> a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link reasons and details together using words and phrases (e.g., <i>so, then, for instance, in addition</i>). d. Adopt an appropriate style for sharing and defending an opinion. e. Provide a concluding statement or section.
5	<ul style="list-style-type: none"> a. Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link reasons and details together using words, phrases, and clauses (e.g., <i>consequently, generally, specifically</i>). d. Adopt an appropriate style for sharing and defending an opinion. e. Provide a concluding statement or section.

6-8th Grade: Write Arguments

For grades 6-8, it is essential that students analyze effective “mentor texts” that demonstrate argumentative writing. If students analyze those texts with the requirements of reading standards 8 and 9, they can “transfer” what they learn about text structure, evidence, and objectivity (and subjectivity) to their own writing.

Common Core Anchor Reading Standards for Analysis of Argumentative Texts:

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

6	<ul style="list-style-type: none"> a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim. b. Support the claim with clear reasons and relevant evidence. c. Use words, phrases, and clauses to convey the relationships among claims and reasons. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows from the argument.
7	<ul style="list-style-type: none"> a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.
8	<ul style="list-style-type: none"> a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.