**CCLS for ELA/Literacy in History/SS, Science and Technical Areas**

**College and Career Readiness Anchor Standards for Writing**

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| **Anchor Standard** | **What I do now…** | **What I should start to do…** |
| **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. |  |  |
| 1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |  |  |
| 1. 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** |  |  |
| 1. Produce clear an coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. |  |  |
| 1. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |  |  |
| 1. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |  |  |

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| **Research to Build and Present Knowledge** |  |  |
| 1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |  |  |
| 1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. |  |  |
| 1. Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |
| **Range of Writing** |  |  |
| 1. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a ranges of tasks, purposes, and audiences. |  |  |