



Common Core Standards

To view the entire Core Standards document, please go to <http://www.corestandards.org>. The following grades 6-12 writing standards were copied from a draft of the Core Standards document on 4/5/2010.

College and Career Readiness Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.

Text Types and Purposes¹

1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.

Production and Distribution of Writing

4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.²
6. Use technology, including the Internet, to produce, publish, and interact with others about writing.

Research to Build Knowledge

7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

Range of Writing

10. 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 range of tasks, purposes, and audiences.³

¹ These broad categories of writing include many subgenres. See Appendix A for definitions of key writing types.

² See “Conventions” in Language, pages 47–50, for specific editing expectations.

³ This standard is measured by the proficiency of student writing products.



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Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Grade 6 students	Grade 7 students	Grade 8 students
Texts Types and Purposes		
<p>1. Write arguments in which they:</p> <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. 	<p>1. Write arguments in which they:</p> <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 	<p>1. Write arguments in which they:</p> <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



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	claims, reasons, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.	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.
<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none">a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate links and varied sentence structures to join and clarify ideas.d. Use straightforward language to create an objective style appropriate for a reader seeking information.e. Provide a conclusion that follows logically from the information or explanation presented.	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none">a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas.d. Use precise language and sustain an objective style appropriate for a reader seeking information.e. Provide a conclusion that follows logically from the information or explanation presented.	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none">a. Introduce and establish a topic and organize information under broader concepts or categories.b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples.c. Use varied links and sentence structures to create cohesion and clarify information and ideas.d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.e. Provide a conclusion that follows logically from the information or explanation presented.



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<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details. c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas. 	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences. b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details. c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas. 	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details. c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.
<p>Production and Distribution of Writing</p>		
<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and</p>



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Grade 6 students	Grade 7 students	Grade 8 students
audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.	5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.	6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.	6. Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.
Research to Build Knowledge		
7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.	7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.	7. Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.



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<p>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 documenting sources.</p>	<p>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 data and conclusions of others, avoiding plagiarism and following a standard format for citation.</p>	<p>8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.</p>
<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <ul style="list-style-type: none">a. Apply <i>grade 6 reading standards</i> to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).b. Apply <i>grade 6 reading standards</i> to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).	<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <ul style="list-style-type: none">a. Apply <i>grade 7 reading standards</i> to literature (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).b. Apply <i>grade 7 reading standards</i> to literary nonfiction (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).	<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:</p> <ul style="list-style-type: none">a. Apply <i>grade 8 reading standards</i> to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).b. Apply <i>grade 8 reading standards</i> to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).



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Grade 6 students	Grade 7 students	Grade 8 students
Range of Writing		
10. 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 range of tasks, purposes, and audiences.	10. 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 range of tasks, purposes, and audiences.	10. 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 range of tasks, purposes, and audiences.

Grades 9-10 students	Grades 11-12 students
Text Types and Purposes	
1. Write arguments which they: a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence. b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim. c. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and	1. Write arguments in which they: a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced. b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.



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<p>evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge of the issue. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>	<p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge, values, and possible biases. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>
<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none">a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	<p>2. Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none">a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.e. Provide a well-developed conclusion that follows logically



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	from the information or explanation provided and articulates the implications or significance of the topic.
<p>3. Write narratives in which they:</p> <ul style="list-style-type: none">a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	<p>3. Write narratives in which they:</p> <ul style="list-style-type: none">a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences.b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers’ attention to what is most distinctive or worth noticing.c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution).d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style.e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)</p>



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Grades 9-10 students	Grades 11-12 students
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.	5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.	6. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.
Research to Build Knowledge	
7. Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.	7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
8. Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.	8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well	9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well



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<p>as to describe what they have learned.</p> <p>a. Apply <i>grades 9–10 reading standards</i> to literature (e.g., “Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.”).</p> <p>b. Apply <i>grades 9–10 reading standards</i> to literary nonfiction (e.g., “Assess the truth of an argument’s explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions”).</p>	<p>as to describe what they have learned.</p> <p>a. Apply <i>grades 11–12 reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare”).</p> <p>b. Apply <i>grades 11–12 reading standards</i> to literary nonfiction (e.g., “Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning”).</p>
Range of Writing	
10. 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 range of tasks, purposes, and audiences.	10. 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 range of tasks, purposes, and audiences.