College & Career Ready Standards	GRADES 11 & 12 WRITING in CONTENT AREAS: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write **arguments** focused on ***discipline-specific content***.			
	Introduce precise, knowledgeable claim(s), establish significance of the claim(s), distinguish claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.			
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates audience's knowledge level, concerns, values, and possible biases.			
	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 counter claims.			
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	Provide a concluding statement or section that follows from and supports the argument presented.			
Writing Standard 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.	Write **informative/explanatory texts**, including the narration of historical events, scientific procedures/experiment, or technical procedures.			
	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.			
	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definition, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
	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.			
	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.			
	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).			
Writing Standard 3: Write narratives to develop real/imagined experiences or events using effective technique/well-chosen details/well-structured event sequences.	***Not applicable as a separate requirement.*** **History/Social Studies:** Incorporate narrative accounts into analyses of individuals or events of historical import. **Science/Technical Subjects:** Write precise enough descriptions of step-by-step procedures used in investigations/technical work that others can replicate them and (possibly) reach the same results.			

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PRODUCTION AND DISTRIBUTION OF WRITING		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 4: Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Develop and 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.			
Writing Standard 6: Use technology, including Internet, to produce and publish writing and interact and collaborate with others.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
Writing Standard 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.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			
Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	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 discipline-specific tasks, purposes, and audiences.			