

Writing for Science and Technical Subjects: Grades 6, 7, 8

Adopted 2014

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.3.6

Text Types and Purposes

- A. Write arguments focused on discipline-specific content.
 - 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.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented. CC.3.6.6-8.A
- B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented. CC.3.6.6-8.B

Production and Distribution of Writing

- C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.3.6.6-8.C**
- D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **CC.3.6.6-8.D**
- E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **CC.3.6.6-8.E**

Research to Build and Present Knowledge

- F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **CC.3.6.6-8.F**
- G. 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 while avoiding plagiarism and following a standard format for citation. **CC.3.6.6-8.G**
- H. Draw evidence from informational texts to support analysis reflection, and research. **CC.3.6.6-8.H**

Range of Writing

- I. Write routinely over extended time frames (time for 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. **CC.3.6.6-8.I**