

## Writing Standards 1-5

Grade	Strand: Text Types and Purposes		
	Standard 1	Standard 2	Standard 3
<b>1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
<b>2</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
<b>3</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons b. Provide reasons that support the opinion c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons d. Provide a concluding statement or section	Write informative/explanatory texts to examine a topic and convey ideas and information clearly a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension b. Develop the topic with facts, definitions, and details c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information c. Provide a concluding statement or section	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences a. Establish a situation and introduce a narrator b. and/or characters; organize an event sequence that unfolds naturally c. Use dialogue and descriptions of actions, d. thoughts, and feelings to develop experiences and events or show the response of characters to situations e. Use temporal words and phrases to signal event order d. Provide a sense of closure

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Grade	Strand: Production and Distribution of Writing		
	Standard 4	Standard 5	Standard 6
<b>1</b>	(Begins in grade 3)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
<b>2</b>	Begins in grade 3)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
<b>3</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards 1–3)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29)	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
<b>4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29)	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
<b>5</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience  (Grade-specific expectations for writing types are defined in standards 1–3)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29)	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

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Grade	Strand: Research to Build and Present Knowledge		
	Standard 7	Standard 8	Standard 9
<b>1</b>	Participate in shared research and writing projects (e.g., explore a number of —how-to! books on a given topic and use them to write a sequence of instructions)	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	(Begins in grade 4)
<b>2</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)	Recall information from experiences or gather information from provided sources to answer a question	(Begins in grade 4)
<b>3</b>	Conduct short research projects that build knowledge about a topic	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	(Begins in grade 4)
<b>4</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources	Draw evidence from literary or informational texts to support analysis, reflection, and research a. Apply grade 4 Reading standards to literature (e.g., —Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].!) b. Apply grade 4 Reading standards to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text!)
<b>5</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a	Draw evidence from literary or informational texts to support analysis, reflection, and research a. Apply grade 7 Reading standards to literature (e.g., —Compare and contrast a

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		list of sources	fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history!)
			b. Apply grade 7 Reading standards to literary nonfiction (e.g. —Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims!)