

	K	1	2	3	4	5	6	7	8	9-10	11-12
	<b>Writing</b>										
1	use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic/name a book and state an opinion or preferences about the topic or book <sup>1</sup>	write opinion pieces in which they introduce a topic/name a book; state an opinion; supply a reason for opinion; provide sense of closure	write opinion pieces in which they introduce the topic/book they are writing about; state an opinion; supply reasons for support; use linking words <sup>2</sup> to connect opinion and reasons; provide a concluding statement/section	write opinion pieces on topics or texts, supporting a point of view with reasons - introduce the topic/text they are writing about, state an opinion, create an organizational structure; provide reasons that support opinions; use linking words and phrases <sup>3</sup> to connect opinion and reasons; provide concluding statement/section	write opinion pieces on topics or texts, supporting a point of view with reasons/information - introduce the topic or text clearly, state an opinion, create an organizational structure in which related ideas are grouped to support author's purpose; provide reasons that are supported with facts/details; use linking words and phrases <sup>4</sup> to connect opinion and reasons; provide concluding statement or section related to topic presented	write opinion pieces on topics or texts, supporting a point of view with reasons/information - introduce the topic or text clearly, state an opinion, create an organizational structure in which ideas are logically grouped to support purpose; provide logically ordered reasons that are supported with facts/details; use linking words, phrases, and clauses <sup>5</sup> to connect opinion and reasons; provide concluding statement or section related to opinion presented	write arguments to support claims with clear reasons and relevant evidence - introduce claims and organize reasons/evidence clearly; support claims with clear reasons and relevant evidence, use credible sources, demonstrate understanding of topic; use words, phrases, and clauses to clarify relationships among claims and reasons; establish and maintain formal style; provide concluding statement or section the follows from presented argument	write arguments to support claims with clear reasons and relevant evidence - introduce claims, acknowledge alternate claims, and organize reasons/evidence logically; support claims with logical reasoning and relevant evidence, use accurate, credible sources, demonstrate understanding of topic; use words, phrases, and clauses to create cohesion and clarify relationships among claims, reasons, and evidence; establish and maintain formal style; provide concluding statement or section the follows from and supports presented argument	write arguments to support claims with clear reasons and relevant evidence - introduce claims, acknowledge and distinguish alternate claims, and organize reasons/evidence logically; support claims with logical reasoning and relevant evidence, use accurate, credible sources, demonstrate an understanding of topic; use words, phrases, and clauses to create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence; establish and maintain formal style; provide concluding statement or section the follows from and supports presented argument	write arguments to support claims in an analysis of substantive topics or text using valid reasoning and relevant and sufficient evidence - introduce precise claims, distinguish alternate claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence; develop claims and counterclaims fairly, supply evidence for each and pointing out strengths and limitations of both, anticipating audiences' level of knowledge; use words, phrases, and clauses to link major sections of text, create cohesion and clarify the relationships between reasons and evidence, claims and reasons, counterclaims and evidence; establish and maintain formal style and objective tone while attending to norms and conventions of discipline; provide concluding statement or section the follows from and supports presented argument	write arguments to support claims in an analysis of substantive topics/texts using valid reasoning and relevant/sufficient evidence - introduce precise, knowledgeable claims, establish significance and distinguish alternate claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; develop claims and counterclaims fairly and thoroughly, supply relevant evidence for each and point out strengths and limitations of both while anticipating audiences' knowledge level, concerns, values, or possible biases; use words, phrases, and clauses, and varied syntax to link major sections of text, create cohesion, and clarify relationships between claims/reasons, reasons/evidence, and claims/counterclaims; establish and maintain formal style and objective tone while attending to norms and conventions of specific discipline; provide concluding section that follows and supports presented argument

	K	1	2	3	4	5	6	7	8	9-10	11-12
	<b>Writing</b>										
2	use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	write informative/explanatory text in which they name a topic, supply some facts, provide sense of closure	write informative/explanatory texts in which they introduce a topic; use facts and definitions to develop points; provide a concluding statement or section	write informative/explanatory text to examine a topic and convey ideas and information clearly - introduce a topic and group related information, include illustrations when useful; develop the topic with facts, definitions, and details; use linking words and phrases <sup>6</sup> to connect ideas within categories; provide concluding statement or section	write informative/explanatory text to examine a topic and convey ideas/ information clearly - introduce a topic clearly and group related information, include illustrations, formatting <sup>7</sup> , or multimedia when useful; develop the topic with facts, definitions, details, and quotations or other relevant information related to the topic; link ideas within and across categories using phrases and clauses <sup>9</sup> ; use precise language and domain-specific vocabulary; provide concluding statement or section related to the information presented	write informative/explanatory text to examine a topic and convey ideas/ information clearly - introduce a topic clearly, provide general focus, group related information, and include illustrations, formatting <sup>7</sup> , or multimedia when useful; develop the topic with facts, definitions, details, and quotations or other relevant information related to the topic; link ideas within and across categories using phrases and clauses <sup>9</sup> ; use precise language and domain-specific vocabulary to inform about or explain the topic; provide concluding statement or section related to the information presented	write informative/explanatory texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content - introduce a topic, organize ideas, concepts, and information with a specific strategy <sup>10</sup> , include formatting <sup>7</sup> , graphics <sup>11</sup> , and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, details, or quotations; use appropriate transitions to clarify relationships; use precise language and domain-specific vocabulary to inform or explain the topic; establish a formal style; provide a concluding statement or section that follows from information provided	write informative/explanatory texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content - introduce a topic clearly, organize ideas, concepts, and information with a specific strategy <sup>10</sup> , include formatting <sup>9</sup> , graphics <sup>11</sup> , and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, details, or quotations; use appropriate transitions to create cohesion and clarify relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from and supports information provided	write informative/explanatory texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content - introduce a topic clearly, previewing what is to come, organize ideas, concepts, and information into broader categories, include formatting <sup>9</sup> , graphics <sup>11</sup> , and multimedia when useful to aiding comprehension; develop the topic with relevant, well-chosen facts, definitions, details, or quotations; use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from and supports information provided	write informative/explanatory texts to examine/convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content - introduce topic, organize complex ideas and information to make connections and distinctions, include formatting <sup>9</sup> , graphics <sup>12</sup> , and multimedia where necessary; develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, details, or other information where appropriate to audience's knowledge of topic; use appropriate and varied transitions to link major sections of text, create cohesion, and clarify relationships among complex ideas; use precise language and domain-specific vocabulary to manage complexity of topic; establish and maintain formal style and objective tone, attend to norms and conventions of discipline; provide conclusion that follows from and supports information presented <sup>13</sup>	write informative/explanatory texts to examine/convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content - introduce topic, organize complex ideas/information so each builds upon preceding to create unified whole, include formatting <sup>9</sup> , graphics <sup>12</sup> , and multimedia where necessary; develop the topic thoroughly by selecting most significant and relevant facts, extended definitions, details, or other information where appropriate to audience's knowledge of topic; use appropriate and varied transitions and syntax to link major sections of text, create cohesion, and clarify relationships among complex ideas; use precise language, domain-specific vocabulary, and techniques like metaphor, simile, and analogy to manage complexity of topic; establish and maintain formal style and objective tone, attend to norms and conventions of discipline; provide conclusion that follows from and supports information presented <sup>13</sup>

	K	1	2	3	4	5	6	7	8	9-10	11-12
	<b>Writing</b>										
3	use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order, and provide a reaction to what happened	write narratives in which they recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, provide some sense of closure	write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, feelings, and thoughts; use temporal words to signal event order; provide a sense of closure	write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence - establish a situation/ introduce a narrator or character, organize so events flow naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show response of characters to situations; use transitional words and phrases to manage event sequence; use concrete words/ phrases and sensory details to convey experiences and events precisely; provide a sense of closure that follows from narrated events	write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence - orient reader by establishing a situation/ introducing a narrator or character, organize so events flow naturally; use dialogue and description to develop experiences and events or show response of characters to situations; use transitional words and phrases to manage event sequence; use concrete words/ phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from narrated events	write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence - orient readers by establishing a situation/ introducing a narrator or character, organize so events unfold naturally; use dialogue, description, and pacing to develop events or show response of characters to situations; use transitional words, phrases, and clauses to manage event sequence; use concrete words/ phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from narrated experiences or events	write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence - engage and orient reader by establishing context, introducing narrator or characters, organize event sequence that unfolds naturally and logically; use dialogue, pacing, and description to develop experiences, events, or characters; use variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame to another; use precise words/phrases, relevant descriptive details, and sensory language to convey experiences and events; provide conclusion that follows from narrated experiences or events	write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence - engage and orient reader by establishing context and point of view, introducing narrator or characters, organize event sequence that unfolds naturally and logically; use dialogue, pacing, and description to develop experiences, events, or characters; use variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; use precise words/phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provide conclusion that follows from and reflects on narrated events and experiences	write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence - engage and orient reader by establishing context and point of view, introducing narrator or characters, organize event sequence that unfolds naturally and logically; use dialogue, pacing, description, and reflection to develop experiences, events, or characters; use variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences and events; use precise words/phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provide conclusion that follows from and reflects on narrated events and experiences	write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence - engage and orient reader by setting out problem, situation, or observation, establishing point(s) of view, introduce a narrator or character, and create smooth progression of experiences; use narrative techniques - dialogue, pacing, description, reflection, multiple plot lines - to develop experiences, events, or characters; use a variety of techniques to sequence events to build upon one another and create a coherent whole; use precise words and phrases, telling details, and sensory language to convey vivid picture; provide conclusion that follows from and reflects on what is experienced, observed, or resolved	write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence - engage and orient reader by setting out problem, situation, or observation and its significance, establishing point(s) of view, introducing a narrator or character, and creating a smooth progression of experiences; use narrative techniques - dialogue, pacing, description, reflection, multiple plot lines - to develop experiences, events, or characters; use a variety of techniques to build upon one another and build toward particular tone and outcome <sup>14</sup> ; use precise words and phrases, telling details, and sensory language to convey vivid picture; provide conclusion that follows from and reflects on what is experienced, observed, or resolved

	K	1	2	3	4	5	6	7	8	9-10	11-12
<b>Writing</b>											
4	begins in grade 3	begins in grade 3	begins in grade 3	with guidance and support from adults, produce writing in which development and organization are appropriate to task and purpose <sup>15</sup>	produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience <sup>15</sup>	produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience <sup>15</sup>	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <sup>15</sup>	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <sup>15</sup>	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <sup>15</sup>	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <sup>15</sup>	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <sup>15</sup>
5	with guidance and support from adults, respond to questions or suggestions from peers to add details to strengthen writing	with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing as needed	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 peers and adults, develop and strengthen writing as needed by planning, revising, and editing <sup>16</sup>	with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing <sup>16</sup>	with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach <sup>16</sup>	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 <sup>16</sup>	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 <sup>16</sup>	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 <sup>16</sup>	develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific audience and purpose <sup>16</sup>	develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific audience and purpose <sup>16</sup>

	K	1	2	3	4	5	6	7	8	9-10	11-12
<b>Writing</b>											
6	with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	with guidance and support, use technology to produce and publish writing <sup>17</sup> as well as interact and collaborate with others	with some guidance and support from adults, use technology, including the Internet, to produce and publish writing and interact and collaborate with others; type a minimum of 1 page in a setting	with some guidance and support from adults, use technology, including the Internet, to produce and publish writing and interact and collaborate with others; type a minimum of 2 pages in a setting	use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; type a minimum of 3 pages in a setting	use technology, including the Internet, to produce and publish writing; link to and cite sources; interact and collaborate with others	use technology, including the Internet, to produce and publish writing; present the relationships between information and ideas efficiently; interact and collaborate with others	use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to information and display it dynamically and flexibly	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
7	participate in shared research and writing projects <sup>18</sup>	participate in shared research and writing projects <sup>19</sup>	participate in shared research and writing projects <sup>20</sup>	conduct short research projects that build knowledge about a topic	conduct short research projects that build knowledge through investigation of different aspects of a topic	conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	conduct short research projects to answer a question, drawing on several sources and refocusing inquiry when appropriate	conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research or investigation	conduct short research projects to answer a question <sup>21</sup> ; draw on several sources and generate additional related, focused questions that allow for multiple avenues of exploration	conduct short and more sustained research projects to answer a question <sup>21</sup> or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject	conduct short and more sustained research projects to answer a question <sup>21</sup> or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject

	K	1	2	3	4	5	6	7	8	9-10	11-12
	Writing										
8	with guidance and support from adults, recall information from experience or gather information from provided sources to answer a question	with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	recall information from experiences or gather information from provided sources to answer a question	recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; provide a list of sources	recall relevant information from experiences or gather relevant information from print/digital sources; summarize or paraphrase information in notes and finished work; provide a list of sources	gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase data and conclusions of others while avoiding plagiarism; provide basic bibliographic information	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citations	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism; follow a standard format for citation	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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on one source; follow a standard format for citation

	K	1	2	3	4	5	6	7	8	9-10	11-12
<b>Writing</b>											
9	begins in grade 4	begins in grade 4	begins in grade 4	begins in grade 4	draw evidence from literary or informational text to support analysis, reflection and research; apply grade 4 reading standards to literature <sup>22</sup> and informational text <sup>23</sup>	draw evidence from literary or informational text to support analysis, reflection and research; apply grade 5 reading standards to literature <sup>24</sup> and informational text <sup>25</sup>	draw evidence from literary or informational text to support analysis, reflection and research; apply grade 6 reading standards to literature <sup>26</sup> and literary nonfiction <sup>27</sup>	draw evidence from literary or informational text to support analysis, reflection and research; apply grade 7 reading standards to literature <sup>28</sup> and literary nonfiction <sup>29</sup>	draw evidence from literary or informational text to support analysis, reflection and research; apply grade 8 reading standards to literature <sup>30</sup> and literary nonfiction <sup>31</sup>	draw evidence from literary or informational text to support analysis, reflection and research; apply grade 9-10 reading standards to literature <sup>32</sup> and literary nonfiction <sup>33</sup>	draw evidence from literary or informational text to support analysis, reflection and research; apply grade 11-12 reading standards to literature <sup>34</sup> and literary nonfiction <sup>35</sup>
10	begins in grade 3	begins in grade 3	begins in grade 3	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of discipline-specific tasks, purposes, and audiences	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of discipline-specific tasks, purposes, and audiences	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of discipline-specific tasks, purposes, and audiences	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of discipline-specific tasks, purposes, and audiences	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of discipline-specific tasks, purposes, and audiences	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of discipline-specific tasks, purposes, and audiences	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of tasks, purposes, and audiences	write routinely over extended <sup>36</sup> and shorter <sup>37</sup> time frames for a range of tasks, purposes, and audiences

## Writing Notes

1. my favorite book is ...
2. because, and, so
3. because, therefore, since, for example
4. for instance, in order to, in addition
5. consequently, specifically
6. also, another, and, more, but
7. headings
8. another, for example, also, because
9. in contrast, especially
10. definition, classification, comparison/contrast, cause/effect
11. charts, tables
12. figures, tables
13. articulating implications or the significance of the topic
14. a sense of mystery, suspense, growth, or resolution
15. grade-specific expectations for writing types are defined in standards 1-3
16. editing for conventions should demonstrate command of Language standards 1-3 up to an including the appropriate grade level
17. using keyboarding skills
18. explore a number of books by a favorite author and express opinions about them
19. explore a number of "how-to" books on a given topic and use them to write a sequence of instructions
20. read a number of books on a single topic to produce a report; record science observations
21. including a self-generated question
22. describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (a character's thoughts, words, or actions)
23. explain how an author uses reasons and evidence to support particular points in a text
24. compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in a text (how characters interact)
25. explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points
26. compare and contrast texts in different forms or genres (stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics
27. trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
28. compare and contrast a 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
29. 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



30. analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new
31. delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced
32. analyze how an author draws on and transforms source material in a specific work (how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)
33. delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
34. demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics
35. delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy ( <i>The Federalist</i> , presidential addresses)
36. time for research, reflection, and revision
37. a single sitting or a day or two