

Writing Common Core State Standards-Vertical Alignment K-5

Informational Outcomes: Writing Anchor #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.

Text Types and Purposes					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>W.k.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.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</p>	<p>W.3.2 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 (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (<i>e.g., another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g., in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>

Essential Skills: Writing Anchor #2 (skills required to meet the CCSS)

Text Types and Purposes					
Kindergarten	First	Second	Third	Fourth	Fifth
Know what a topic is	Select a topic of interest to write about	Select a topic of interest to write about	Select a topic of interest to write about	Select a topic of interest to write about	Select a topic of interest to write about
Name a topic	Name the topic (<i>title</i>)	Write a topic sentence	Ask questions about a topic of interest (<i>What does the writer want to know more about?</i>)	Ask questions about a topic of interest to narrow the focus of research	Ask questions about a topic of interest to narrow the focus of research
Know that facts can be found in various sources (<i>books, Internet, videos</i>)	Collect facts from various sources (<i>books, Internet, videos</i>)	Collect facts from various sources (<i>books, Internet, videos</i>) on a graphic organizer	Collect facts from various sources (<i>books, Internet, videos</i>)	Collect and organize facts from various sources (<i>books, Internet, videos</i>)	Collect and organize facts from various sources (<i>books, Internet, videos</i>)
Know that a graphic organizer can be used to take notes (<i>circle map</i>)	Use a graphic organizer to take notes/collect facts	Know the difference between a fact and a definition	Define important words <i>using a glossary, dictionary or bold words in text</i>	Define content specific words using a glossary, dictionary or bold words in text	Define content specific words using a glossary, dictionary or bold words in text
Draw a picture related to the topic	Write some facts about the topic	Know how to define an important word using a glossary, dictionary or bold words in text	Group information on a graphic organizer	Know how to use direct quotes	Know that a thesis statement provides summarization of main points
Orally explain a picture	Provide closure (<i>reaction/feelings about content</i>)	Use facts and definitions to develop points	Introduce a topic in a variety of ways (<i>fact/detail, direct statement</i>)	Know how to cite sources	Use a thesis statement to summarize main points
Label picture		Provide a concluding statement or section (<i>question that encourages reader to keep thinking about the topic</i>)	Use details and examples to develop points	Know how to paraphrase to avoid plagiarism	Introduce a topic in a variety of ways (<i>comparison, quotation</i>)
Write some information about the topic			Use definitions to develop points	Know how to organize information into paragraphs	Use direct quotes and cite sources
Revise by adding details to a picture			Use words and phrases to connect ideas within categories of information (<i>such as: another, for example, also, because</i>)	Introduce a topic in a variety of ways (<i>“draw-in” question, fact-based question</i>)	Paraphrase to avoid plagiarism
Revise by adding details to the writing			Provide a concluding statement or section (<i>image & encouragement to reflect</i>)	Use headings and subheadings to introduce and organize information	Use headings and subheadings to introduce and organize information
			Use visuals such as: diagrams with labels and photographs with captions	Use details and examples to develop points	Define content specific words and use examples & details to develop points within the context of the writing
				Use definitions to develop points within the context of the writing	

				<p>Use words and phrases to connect ideas within categories of information (such as: <i>another, for example, also, because</i>)</p> <p>Provide a concluding statement or section (<i>encouragement to act</i>)</p> <p>Use multimedia and visuals such as: Powerpoint, videos, Microsoft Excel, digital photography, diagrams, captions, photographs, maps and graphs with keys</p>	<p>Provide a concluding statement or section (<i>quotation</i>)</p> <p>Use multimedia and visuals such as: Powerpoint, videos, Microsoft Excel, digital photography, hyperlinks, wikis, diagrams, captions, photographs, maps and graphs with keys</p>
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Informational Outcomes: Writing Anchor #4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Production and Distribution of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
Begins in grade 3.	Begins in grade 3.	Begins in grade 3.	<p>W.3.4 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)</p>	<p>W.4.4 Produce clear and coherent writing (including multiple paragraph texts) 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)</p>	<p>W.5.4 Produce clear and coherent writing (including multiple paragraph texts) 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)</p>

Essential Skills: Writing Anchor #4 (skills required to meet the CCSS)

Production and Distribution of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
Begins in grade 3.	Begins in grade 3.	Begins in grade 3.	<p>Know intended purpose for writing (<i>persuade, inform/explain, express a feeling, entertain</i>)</p> <p>Know intended audience</p> <p>Use voice appropriate to purpose and audience (<i>Re-read to develop and confirm</i>)</p> <p>Know how organization coincides with the text type</p> <p>Use organizational structure that matches the text type</p> <p>Revise to ensure that the type of writing (task) and reason for writing (purpose) are clear to the reader</p>	<p>Use voice appropriate to purpose and audience (<i>Re-read to develop and confirm</i>)</p> <p>Use organizational structure that matches the text type</p> <p>Know how to organize information into paragraphs</p> <p>Revise to ensure that the type of writing (task) and reason for writing (purpose) are clear to the reader</p>	<p>Use voice appropriate to purpose and audience (<i>Re-read to develop and confirm</i>)</p> <p>Use organizational structure that matches the text type</p> <p>Organize information into paragraphs</p> <p>Revise to ensure that the type of writing (task) and reason for writing (purpose) are clear to the reader</p>

Informational Outcomes: Writing Anchor #5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Production and Distribution of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>W.k.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>W.1.5 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.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

Essential Skills: Writing Anchor #5 (skills required to meet the CCSS)

Production and Distribution of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>Know that revision is adding details to their writing (<i>drawing, labels, speech bubbles, writing</i>)</p> <p>Know how to ask and answer questions about a piece of writing</p> <p>Know how to give suggestions to peers about their writing</p> <p>Revise to add details</p>	<p>Know how to select a topic and narrow the focus</p> <p>Know how to ask and answer questions about the topic</p> <p>Know how to use descriptive words to tell about the topic</p> <p>Know how to give suggestions to peers about their writing</p> <p>Revise to add descriptive words and details to strengthen the writing piece</p> <p>Know that editing includes recognizing spelling mistakes and punctuation mistakes</p>	<p>Know how to ask and answer questions with peers to revise</p> <p>Know how to revise for ideas, word choice and sentence structure</p> <p>Know how to give specific suggestions to peers about their writing</p> <p>Revise to strengthen writing (<i>ideas, word choice, sentence structure, sentence fluency</i>)</p> <p>Edit to correct spelling, punctuation and grammar (with assistance from adults and peers)</p>	<p>Know how to plan using a graphic organizer that matches the text type</p> <p>Give specific suggestions to peers about their writing</p> <p>Revise ideas, word choice and sentence structure to strengthen writing</p> <p>Edit to correct spelling, punctuation and grammar (with assistance from adults and peers)</p>	<p>Use a variety of graphic organizers to plan (with assistance)</p> <p>Give specific suggestions to peers about their writing</p> <p>Revise ideas, word choice and sentence structure to strengthen writing</p> <p>Edit to correct spelling, punctuation and grammar (with assistance from adults and peers)</p>	<p>Use a variety of graphic organizers to plan (with assistance)</p> <p>Give specific suggestions to peers about their writing</p> <p>Revise ideas, word choice and sentence structure to strengthen writing</p> <p>Edit to correct spelling, punctuation and grammar (with assistance from adults and peers)</p> <p>Know how to rewrite a piece of writing to change the format</p> <p>Know how to rewrite a beginning or an ending using a new technique</p>

Informational Outcomes: Writing Anchor #6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Production and Distribution of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>W.k.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.3.6 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.</p>	<p>W.4.6 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.</p>	<p>W.5.6 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.</p>

Essential Skills: Writing Anchor # 6

Production and Distribution of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>With assistance & technology availability:</p> <p>Know how to log onto computer and programs</p> <p>Know how to use the mouse</p> <p>Know beginning keyboarding skills</p> <p>Know how to use digital drawing tools (<i>Kidspiration</i>)</p> <p>Know how to select picture from a library of pictures</p> <p>Know how to locate file/save function</p>	<p>With assistance & technology availability:</p> <p>Log on to computer and programs</p> <p>Use beginning keyboarding skills</p> <p>Know basic word processing skills (<i>spacebar, shift for upper and lower case letters</i>)</p> <p>Use digital drawing tools</p> <p>Use library of pictures</p> <p>Use file /save function and create a title</p> <p>Know how to safely search the internet (<i>ask.com</i>)</p> <p>Know how to locate images on the internet</p> <p>Know how to copy images and paste into a word processing document</p> <p>Know how to take digital photos and import</p>	<p>With assistance & technology availability:</p> <p>Use basic word processing skills (<i>bold, underline, size and font, spell check</i>)</p> <p>Know how to use the electronic dictionary tool to define words</p> <p>Use a variety of digital media to import pictures into a word processing document</p> <p>Know how to safely search the internet for resources and images</p>	<p>With assistance & technology availability:</p> <p>Use word processing skills to publish writing</p> <p>Know how to use the electronic dictionary and thesaurus tools to improve word choice</p> <p>Know how to create diagrams with labels using word processing tools</p> <p>Know how to use presentation tools to create a slideshow</p> <p>Know how to use digital planning tools (<i>readwritethink.org</i>)</p>	<p>With some assistance & technology availability:</p> <p>Apply word processing skills to type a minimum of one page in a single sitting</p> <p>Use presentation tools to produce and publish writing</p> <p>Use digital planning tools (<i>readwritethink.org</i>)</p> <p>Know how to cite digital sources</p> <p>Know how to scan/download documents and images to import into projects</p> <p>Know how to create a map key using a table and other digital tools</p>	<p>With some assistance & technology availability:</p> <p>Apply word processing skills to type a minimum of two pages in a single sitting</p> <p>Use a variety of digital media to produce and publish writing</p> <p>Cite digital sources</p> <p>Scan/download and import documents and images into projects</p> <p>Know how to use spreadsheets to create tables and graphs</p> <p>Know how to make a video presentation and import into projects</p> <p>Know how to make and import a video and use editing tools</p> <p>Know how to insert hyperlinks into projects</p>

Informational Outcomes: Writing Anchor #7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge					
Kindergarten	First	Second	Third	Fourth	Fifth
W.k.7 Participate in a shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)	W.1.7 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.)	W.2.7 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.)	W.3.7 Conduct short research projects that build knowledge about a topic.	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Informational Outcomes: Writing Anchor #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.

Research to Build and Present Knowledge					
Kindergarten	First	Second	Third	Fourth	Fifth
W.k.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.4.8 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.	W.5.8 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 list of sources.

Essential Skills: Writing Anchors #7 & #8 (skills required to meet the CCSS)

Research to Build and Present Knowledge					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>Know how to ask a question</p> <p>Know how to answer a question</p> <p>Know how to find an answer to a question using a source (<i>observation, book or video</i>)</p> <p>Participate in a class generated research project (<i>class book, class poster, class slideshow</i>)</p> <p>Present/share project with an audience (<i>parents, staff members, peers displayed in hall</i>)</p>	<p>Know how to ask a question</p> <p>Know how to find an answer to a question using a source (<i>observation, book or video</i>)</p> <p>Participate in a small-group shared research project (<i>book, poster, slideshow</i>)</p> <p>Present/share project with an audience (<i>parents, staff members, peers displayed in hall</i>)</p>	<p>Know how to ask questions specific to a topic</p> <p>Know how to find answers to questions using sources (<i>observation, books, Internet or videos</i>)</p> <p>With a partner, participate in a shared research project (<i>book, poster, class or partner generated slideshow</i>)</p> <p>Present/share project with an audience (<i>parents, staff members, peers displayed in hall</i>)</p>	<p>Ask questions specific to a topic</p> <p>Know the difference between credible and unreliable sources</p> <p>Investigate and find answers to questions using credible sources</p> <p>Independently conduct a research project</p> <p>Present/share project with an audience (<i>parents, staff members, peers displayed in hall</i>)</p>	<p>Know how to narrow the topic and ask genuine questions of interest</p> <p>Investigate and find answers to questions using credible sources</p> <p>Independently conduct a research project</p> <p>Know how to cite sources</p> <p>Know how to paraphrase to avoid plagiarism</p> <p>Present/share project with an audience (<i>parents, staff members, peers displayed in hall</i>)</p>	<p>Narrow the topic and ask genuine questions of interest</p> <p>Investigate and find answers to questions using several credible sources</p> <p>Independently conduct a research project</p> <p>Cite sources</p> <p>Paraphrase to avoid plagiarism</p> <p>Present/share project with an audience (<i>parents, staff members, peers displayed in hall</i>)</p>

Informational Outcomes: Writing Anchor #9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Research to Build and Present Knowledge					
Kindergarten	First	Second	Third	Fourth	Fifth
Begins in grade 4.	Begins in grade 4.	Begins in grade 4.	Begins in grade 4.	<p>W.4.9 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”).</p>	<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g. how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”).</p>

Essential Skills: Writing Anchor #9 (skills required to meet the CCSS)

Research to Build and Present Knowledge					
Kindergarten	First	Second	Third	Fourth	Fifth
Begins in grade 4	Begins in grade 4	Begins in grade 4	Begins in grade 4	<p>Combine information from 2 texts (same subject) in an oral or written response</p> <p>Know how to draw evidence from a text to analyze and reflect (not just describe information)</p>	<p>Combine information from 2 or more texts (same subject) in an oral or written response</p> <p>Draw evidence from texts to analyze and reflect (not just describe information)</p>

Informational Outcomes: Writing Anchor #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 discipline-specific tasks, purposes, and audiences.

Range of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
Begins in grade 3.	Begins in grade 3.	Begins in grade 3.	W.3.10 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 discipline-specific tasks, purposes, and audiences.	W.4.10 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 discipline-specific tasks, purposes, and audiences.	W.5.10 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 discipline-specific tasks, purposes, and audiences.

Essential Skills: Writing Anchor #10 (skills required to meet the CCSS)

Range of Writing					
Kindergarten	First	Second	Third	Fourth	Fifth
Begins in grade 3.	Begins in grade 3.	Begins in grade 3.	Write to promote motivation and engagement Keep writing relevant and meaningful across the curriculum for a variety of tasks and audiences Build writing stamina	Write to promote motivation and engagement Keep writing relevant and meaningful across the curriculum for a variety of tasks and audiences Build writing stamina	Write to promote motivation and engagement Keep writing relevant and meaningful across the curriculum for a variety of tasks and audiences Build writing stamina