

Writing Common Core State Standards-Vertical Alignment k-5

Narrative Outcomes: Writing Anchor #3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Text Types and Purposes					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>W.k.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W.1.3 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.</p>	<p>W.2.3 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.</p>	<p>W.3.3 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 and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>

Essential Skills: Writing Anchor #3 (skills required to meet the CCSS)

Text Types and Purposes					
Kindergarten	First	Second	Third	Fourth	Fifth
Know that to speak and share an event is to tell a story	Know that to narrate means to tell a story	Know how to select a topic and narrow the focus	Select a topic with a narrow focus	Select a topic with a narrow focus	Select a topic with a narrow focus
Know that a picture can tell a story	Know how to select a topic (memorable event)	Plan narration of a series events using a graphic organizer	Plan a real or imagined narrative using a graphic organizer	Plan a real or imagined narrative using a graphic organizer	Plan a real or imagined narrative using a graphic organizer
Know how to select a topic (memorable event)	Know how to plan narration of a series of events using pictures and words on a graphic organizer (beginning, middle, end)	Understand that the beginning introduces the characters, setting, and situation or problem	Know that the narrator tells the story	Establish who is narrating (telling the story)	Use interesting leads to establish the situation and introduce the characters and setting (series of words, observation from the senses)
Narrate a familiar event or events/experiences through drawing, dictating & writing (labeling, letter strands, sentences)	Understand that a detail enhances the story *know how to add detail to a story (descriptive words)	Understand that the middle lays out the events in sequence	Establish who is narrating (telling the story)	Use interesting leads to establish the situation and introduce the characters and setting (snapshot, connection to the audience)	Organize an event sequence (know when to elaborate and when to move the reader through the piece)
Plan a story with a sequence of pictures (beginning, middle, end)	Understand that temporal words signal order	Understand that the ending wraps up the events and provides closure for the reader	Use interesting leads to establish the situation and introduce the characters and setting (dialogue, "draw-in" question, direct statement)	Organize an event sequence (know when to elaborate and when to move the reader through the piece)	Sustain a story over multiple paragraphs (events)
Tell a story in order	Use temporal or time cue words to signal event order (first, next, then, finally)	Use strong verbs to describe actions	Organize an event sequence (know when to elaborate and when to move the reader through the piece)	Sustain a story over multiple paragraphs (events)	Use figurative language (simple similes, metaphors & idioms) to convey thoughts & feelings
Recall feelings during an event/series of events (reaction)	Understand that the ending of the story provides closure	Use descriptive words to describe thoughts and feelings	Use descriptive words (adjectives & adverbs) to convey thoughts & feelings	Know that figurative language adds descriptive details	Use dialogue and description to show what is happening in the story
	Write a reaction that provides a sense of closure (I was happy with the way the day ended.)	Use a wide variety of temporal or time cue words to signal event order (such as: always, later, soon, until)	Know that dialogue can be used to show not tell	Use figurative language (simple similes & metaphors) to convey thoughts & feelings	Use dialogue and description to show character responses to experiences and events
		Wrap up the writing using a variety of closure techniques (scene, statement of personal development)	Use the characters' words to show what is happening in the story	Use dialogue and description to show what is happening in the story	

			<p>Use the characters' words to show their responses to experiences and events</p> <p>Use the characters' actions to show what is happening in the story</p> <p>Use the characters' actions to show their responses to experiences and events</p> <p>Use a wide variety of temporal or time cue words & phrases to signal event order (such as: initially, afterward, eventually)</p> <p>Wrap up the writing using a variety of closure techniques (point for reflection, audience connection)</p>	<p>Use dialogue and description to show character responses to experiences and events</p> <p>Use transitional words and phrases to manage the sequence of events (at length, rarely, usually, meanwhile)</p> <p>Know that concrete words and sensory details can be experienced by the five senses</p> <p>Use concrete words and sensory details to enhance description</p> <p>Wrap up the writing using a variety of closure techniques (circle back to the beginning)</p>	<p>Know that pacing maintains the reader's interest</p> <p>Use pacing techniques to slow or increase pace (elaborate dialogue vs. brief dialogue, longer descriptive sentences vs. short sentences)</p> <p>Use transitional words and phrases to manage the sequence of events (generally, previously, ordinarily, simultaneously)</p> <p>Use concrete words and sensory details to enhance description</p> <p>Wrap up the writing using a variety of closure techniques (sequel starter, surprise)</p>
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Narrative 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 (persuade, inform/explain, express a feeling, entertain)</p> <p>Know intended audience</p> <p>Use voice appropriate to purpose and audience (Re-read to develop and confirm)</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 (Re-read to develop and confirm)</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 (Re-read to develop and confirm)</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>

Narrative 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. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 3)</p>	<p>W.4.5 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)</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. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 5)</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 (drawing, labels, speech bubbles, writing)</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 (ideas, word choice, sentence structure, sentence fluency)</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>

Narrative 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 beginning keyboarding skills</p> <p>Know how to use digital drawing tools (Kidspiration)</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 (spacebar, shift for upper and lower case letters)</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 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 (ReadWriteThink)</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 (ReadWriteThink)</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>

Narrative 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