

## Writing Common Core State Standards-Vertical Alignment K-5

### Opinion Outcomes: Writing Anchor #1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Text Types and Purposes					
Kindergarten	First	Second	Third	Fourth	Fifth
<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p><b>W.1.1</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.</p>	<p><b>W.2.1</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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p><b>W.3.1</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., <i>because, therefore, since, or example</i>) to connect opinions and reasons. d. Provide a concluding statement or section.</p>	<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g. <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.</p>

## Essential Skills: Writing Anchor #1 (skills required to meet the CCSS)

Text Types and Purposes					
Kindergarten	First	Second	Third	Fourth	Fifth
<p>Orally state likes and dislikes (including favorite book)</p> <p>Understand what an opinion is</p> <p>Orally state opinion or preference on a select topic (I believe, I think, My favorite)</p> <p>Draw a picture and orally explain their opinion</p> <p>Draw a picture and write their opinion</p>	<p>Know what an opinion is</p> <p>Know the difference between fact and opinion</p> <p>Know that when given a prompt or question, that is the topic</p> <p>Orally state an opinion (I think, I believe)</p> <p>Orally supply a reason for the opinion (because)</p> <p>Orally provide closure (rephrase or restate opinion)</p> <p>Know that using a title introduces the topic (title of a book)</p> <p>Write an opinion (I think, I believe)</p> <p>Supply a written reason for the opinion (because)</p> <p>Provide a written closure related to the opinion (rephrase or restate opinion)</p>	<p>Know the difference between fact and opinion</p> <p>Orally &amp; in writing: introduce the topic</p> <p>Orally &amp; in writing: state an opinion about the topic or book</p> <p>Orally &amp; in writing: supply 2 or more reasons that support the opinion</p> <p>Know that linking words connect the opinion and reasons (because, and, also)</p> <p>Orally &amp; in writing: use linking words to connect opinion and reasons (because, and, also)</p> <p>Orally &amp; in writing: provide a concluding statement or section related to the opinion (restate or question)</p>	<p>State an opinion</p> <p>Use a graphic organizer to plan</p> <p>Introduce the topic or text using varied leads (direct statement, personal connection, "Draw-in" question)</p> <p>Provide reasons that support the opinion</p> <p>Use linking words and phrases to move from one reason to another. (because, therefore, since and for example)</p> <p>Provide a concluding statement or section</p> <p>Know different techniques for closure related to the opinion (restate, question, and image)</p>	<p>State an opinion</p> <p>Know various organizational structures for planning (cause-effect, problem-solution, compare/contrast)</p> <p>Select and plan using a graphic organizer that supports the organizational structure</p> <p>Clearly introduce the topic or text with a creative lead (fact-based question, fact or detail, quotation)</p> <p>Provide reasons that support the opinion</p> <p>Use sources such as books, magazines, internet to find facts and details to support reasons</p> <p>Use linking words and phrases (for instance, in order to, in addition)</p> <p>Wrap up writing in a unique way related to the opinion (short personal story, quotation that backs your opinion)</p>	<p>State an opinion</p> <p>Use various organizational structures to plan (cause-effect, problem-solution, compare/contrast)</p> <p>Select and plan using a graphic organizer that supports the organizational structure</p> <p>Clearly introduce the topic or text with a creative lead (analogy, snapshot)</p> <p>Use sources such as books, magazines and internet to find facts and details.</p> <p>Provide logically ordered reasons supported by facts and details</p> <p>Use linking words, phrases and clauses (consequently, specifically)</p> <p>Wrap up writing in a unique way related to the opinion (short story, quotation, humor)</p>

## Opinion 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.	<b>W.3.4</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)	<b>W.4.4</b> 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)	<b>W.5.4</b> 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)

## 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.	Know intended purpose for writing (persuade, inform/explain, express a feeling, entertain)  Know intended audience  Use voice appropriate to purpose and audience (Re-read to develop and confirm)  Know how organization coincides with the text type  Use organizational structure that matches the text type  Revise to ensure that the type of writing (task) and reason for writing (purpose) are clear to the reader	Use voice appropriate to purpose and audience (Re-read to develop and confirm)  Use organizational structure that matches the text type  Know how to organize information into paragraphs  Revise to ensure that the type of writing (task) and reason for writing (purpose) are clear to the reader	Use voice appropriate to purpose and audience (Re-read to develop and confirm)  Use organizational structure that matches the text type  Organize information into paragraphs  Revise to ensure that the type of writing (task) and reason for writing (purpose) are clear to the reader

## Opinion 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><b>W.k.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>W.1.5</b> 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><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>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>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>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>

## Opinion 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><b>W.k.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>W.3.6</b> 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><b>W.4.6</b> 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><b>W.5.6</b> 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 &amp; 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 &amp; 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 file /save function and create a title</p>	<p>With assistance &amp; technology availability:</p> <p>Use basic word processing skills (<i>bold, underline, size and font, spell check</i>)</p> <p>Know how to safely search the internet for resources and images</p>	<p>With assistance &amp; 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.org)</p>	<p>With some assistance &amp; 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.org)</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 &amp; 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>

## Opinion 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
<b>W.k.7</b> Participate in a shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.	<b>W.1.7</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.)	<b>W.2.7</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.)	<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

## Opinion 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
<b>W.k.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>W.4.8</b> 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.	<b>W.5.8</b> 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
Not applicable for this text type at this grade level.	Not applicable for this text type at this grade level.	<p>Know how to ask questions specific to a topic</p> <p>Know how to find answers to questions using sources (observation, books, Internet or videos)</p> <p>Present/share opinion piece with an audience (parents, staff members, peers displayed in hall)</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>Present/share opinion piece with an audience (parents, staff members, peers displayed in hall)</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>Know how to cite sources</p> <p>Know how to paraphrase to avoid plagiarism</p> <p>Present/share opinion piece with an audience (parents, staff members, peers displayed in hall)</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>Cite sources</p> <p>Paraphrase to avoid plagiarism</p> <p>Present/share opinion piece with an audience (parents, staff members, peers displayed in hall)</p>

## Opinion 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><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]").</p> <p>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><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]").</p> <p>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	Combine information from 2 texts (same subject) in an oral or written response  Know how to draw evidence from a text to analyze and reflect (not just describe information)	Combine information from 2 or more texts (same subject) in an oral or written response  Draw evidence from texts to analyze and reflect (not just describe information)

## Opinion 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.	<b>W.3.10</b> 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.	<b>W.4.10</b> 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.	<b>W.5.10</b> 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