

Writing Standards K-3(W)

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

| <i>Production & Distribution of Writing</i> | | | |
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| 4. (Begins in grade 2) | 4. (Begins in grade 2) | 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 above.) | 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (<i>Grade-specific expectations for writing types are defined in standards 1-3 above.</i>) |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | 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. | 5. With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing. | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.</i>) |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 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. |
| <i>Research to Build & Present Knowledge</i> | | | |
| 7. Participate in shared research and writing projects (<i>e.g., explore a number of books by a favorite author and express opinions about them</i>). | 7. Participate in shared research and writing projects (<i>e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions</i>). | 7. Participate in shared research and writing projects (<i>e.g., read a number of books on a single topic to produce a report; record science observations</i>). | 7. Conduct short research projects that build knowledge about a topic. |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. Recall information from experiences or gather information from provided sources to answer a question. | 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories |
| 9. (Begins in grade 4) | 9. (Begins in grade 4) | 9. (Begins in grade 4) | 9. (Begins in grade 4) |
| <i>Range of Writing</i> | | | |
| 10. (Begins in grade 2) | 10. (Begins in grade 2) | 10. Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, |