

**Text Types and Purposes**  
**Standard 1**

**Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

Kindergarten: Use a <b>combination of drawing, dictating, and writing</b> to compose opinion pieces in which they <b>tell a reader the topic or the name of the book</b> they are writing about and <b>state an opinion</b> or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
1 <sup>st</sup> Grade: Write opinion pieces in which they <b>introduce the topic</b> or name the book they are writing about, state an opinion, <b>supply a reason</b> for the opinion, and provide some <b>sense of closure</b> .
2 <sup>nd</sup> Grade: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply <b>reasons</b> that support the opinion, <b>use linking words (e.g., because, and, also) to connect</b> opinion and reasons, and provide a <b>concluding statement or section</b> .
3 <sup>rd</sup> Grade: Write opinion pieces on topics or texts, <b>supporting a point of view with reasons</b> . Introduce the topic or text they are writing about, state an opinion, and <b>create an organizational structure that lists reasons</b> . Provide reasons that support the opinion. Use linking words and <b>phrases (e.g., because, therefore, since, for example)</b> to connect opinion and reasons. Provide a concluding statement or section.
4 <sup>th</sup> Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons <b>and information</b> . Introduce a topic or text <b>clearly</b> , state an opinion, and create an organizational structure in <b>which related ideas are grouped to support the writer's purpose</b> . Provide reasons that are <b>supported by facts and details</b> . Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ). Provide a concluding statement or section <b>related to the opinion presented</b> .
5 <sup>th</sup> Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide <b>logically ordered</b> reasons that are supported by facts and details. Link opinion and reasons using words, phrases, <b>and clauses (e.g., consequently, specifically)</b> . Provide a concluding statement or section related to the opinion presented.

**Standard 2**

**Anchor Standard 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.**

Kindergarten: Use a <b>combination of drawing, dictating, and writing</b> to compose informative/explanatory texts in which <b>they name what they are writing about</b> and <b>supply some information about the topic</b> .
1 <sup>st</sup> Grade: Write informative/explanatory texts in which they name a topic, supply some <b>facts</b> about the topic, and provide some sense of <b>closure</b> .
2 <sup>nd</sup> Grade: Write informative/explanatory texts in which they introduce a topic, use facts <b>and definitions to develop points</b> , and provide a <b>concluding statement or section</b> .
3 <sup>rd</sup> Grade: Write informative/explanatory texts to <b>examine a topic and convey ideas and information clearly</b> . Introduce a topic and <b>group related information together; include illustrations when useful to aiding comprehension</b> . Develop the topic with facts, definitions, <b>and details</b> . <b>Use linking words and phrases (e.g., also, another, and, more, but)</b> to connect ideas within categories of information. Provide a concluding statement or section.
4 <sup>th</sup> Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic <b>clearly</b> and group related information <b>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</b> . Develop the topic with facts, definitions, <b>concrete details, quotations, or other information and examples related to the topic</b> . Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ). <b>Use precise language and domain-specific vocabulary</b> to inform about or explain the topic. Provide a concluding statement or section <b>related to the information or explanation presented</b> .
5 <sup>th</sup> Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, <b>provide a general observation and focus</b> , and group related information <b>logically</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and <b>clauses (e.g., in contrast, especially)</b> . Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

### Standard 3

**Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.**

Kindergarten: 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.

1<sup>st</sup> Grade: 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.

2<sup>nd</sup> Grade: 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.

3<sup>rd</sup> Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.

4<sup>th</sup> Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

5<sup>th</sup> Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

## Production and Distribution of Writing Standard 4

**Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Kindergarten: N/A
1 <sup>st</sup> Grade: N/A
2 <sup>nd</sup> Grade: N/A
3 <sup>rd</sup> Grade: <b>With guidance and support from adults</b> , produce writing in which the <b>development</b> and <b>organization</b> are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4 <sup>th</sup> Grade: Produce <b>clear and coherent writing</b> in which the development and organization are appropriate to task, purpose, and <b>audience</b> . (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5 <sup>th</sup> Grade: Produce clear and coherent writing 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 above.)

## Standard 5

**Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

Kindergarten: <b>With guidance and support</b> from adults, <b>respond to questions</b> and <b>suggestions</b> from peers and <b>add details</b> to strengthen writing as needed.
1 <sup>st</sup> Grade: With guidance and support from adults, <b>focus on a topic</b> , respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2 <sup>nd</sup> Grade: With guidance and support from adults and <b>peers</b> , focus on a topic and strengthen writing as needed by <b>revising and editing</b> .
3 <sup>rd</sup> Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning</b> , revising, and editing. ( <b>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.</b> )
4 <sup>th</sup> Grade: 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 <b>including grade 4.</b> )
5 <sup>th</sup> Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, <b>rewriting, or trying a new approach</b> . (Editing for conventions should demonstrate command of Language standards 1-3 up to and <b>including grade 5.</b> )

## Standard 6

**Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

Kindergarten: <b>With guidance and support from adults</b> , explore a variety of <b>digital tools</b> to <b>produce and publish writing</b> , including in <b>collaboration with peers</b> .
1 <sup>st</sup> Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2 <sup>nd</sup> Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3 <sup>rd</sup> Grade: With guidance and support from adults, use technology to produce and publish writing ( <b>using keyboarding skills</b> ) as well as to interact and collaborate with others.
4 <sup>th</sup> Grade: With some guidance and support from adults, use technology, <b>including the Internet</b> , to produce and publish writing as well as to interact and collaborate with others; <b>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</b>
5 <sup>th</sup> Grade: 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 <b>two pages</b> in a single sitting.

## Research to Build and Present Knowledge

### Standard 7

**Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

Kindergarten: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
1 <sup>st</sup> Grade: 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).
2 <sup>nd</sup> Grade: 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).
3 <sup>rd</sup> Grade: Conduct short research projects that build knowledge about a topic.
4 <sup>th</sup> Grade: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5 <sup>th</sup> Grade: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

### Standard 8

**Anchor Standard 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.**

Kindergarten: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1 <sup>st</sup> Grade: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 <sup>nd</sup> Grade: Recall information from experiences or gather information from provided sources to answer a question.
3 <sup>rd</sup> Grade: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
4 <sup>th</sup> Grade: 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.
5 <sup>th</sup> Grade: 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.

### Standard 9

**Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Kindergarten: N/A
1 <sup>st</sup> Grade: N/A
2 <sup>nd</sup> Grade: N/A
3 <sup>rd</sup> Grade: N/A
4 <sup>th</sup> Grade: Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”) 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”).
5 <sup>th</sup> Grade: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). 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]”).

Range of Writing  
**Standard 10**

***Anchor Standard 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 tasks, purposes, and audiences.***

Kindergarten: N/A
1 <sup>st</sup> Grade: N/A
2 <sup>nd</sup> Grade: N/A
3 <sup>rd</sup> Grade: 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
4 <sup>th</sup> Grade: 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.
5 <sup>th</sup> Grade: 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.