**CCSS ELA Writing (Part 1)**

**Text Types and Purposes & Production and Distribution of Writing Continuum (K-4)**

Coding: **Boldface** = New learning *Italics* = Same learning from previous grade level(s)Highlighted = Power Standard

**CCSS note on range and content in student writing:** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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| **Text Types and Purposes1****1 These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.** |
| **W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts,****using valid reasoning and relevant and sufficient evidence.** |
| **W.1** | W.K.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., My favorite book is . . .).** | W.1.1. *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**. | W.2.1. *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., because, and,****also) to connect***opinion* **and reasons**, and*provide* **a****concluding****statement or section**. | W.3.1. *Write opinion**pieces on topics or* **texts**, **supporting a****point of view with** *reasons*.1. *Introduce the topic* **or text** *they are writing about, state an opinion, and* **create an organizational structure that lists** *reasons*.
2. *Provide reasons that support the opinion*.
3. *Use linking words and* **phrases** *(e.g., because*, **therefore, since, for example**) *to connect opinion and reasons*.
4. *Provide a concluding*

*statement or section*. | W.4.1. *Write opinion pieces on topics or texts, supporting a point of view with reasons* **and****information.**1. *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.**
2. *Provide reasons that are supported* **by facts and details.**
3. *Link opinion and reasons using words and phrases* **(e.g., for instance, in order to, in addition).**
4. *Provide a concluding statement or section* **related to the opinion**

**presented.** |

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| **W.CCR.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.** |
| **W.2** | 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.** | 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.** | 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.** | W.3.2. *Write**informative/explanatory**texts* **to examine** *a topic* **and convey ideas and information clearly**.1. *Introduce a topic* **and group related information together; include illustrations when useful to aiding comprehension.**
2. *Develop the topic with facts, definitions,* **and details.**
3. **Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**
4. *Provide a concluding statement or section.*
 | W.4.2. *Write informative/**explanatory texts to examine a topic and convey ideas and information clearly.*1. *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*.
2. *Develop the topic with facts, definitions,* **concrete** *details*, **quotations, or other information and examples related to the topic.**
3. **Link** *ideas within categories of information using words and phrases (e.g., another,* **for example**, *also,* **because).**
4. **Use precise language and domain-specific vocabulary to inform about or explain the topic.**
5. *Provide a concluding statement or section* **related to the information or explanation presented.**
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| **W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique,****well-chosen details, and well-structured event sequences.** |
| **W.3** | 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.** | 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.** | 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.* | W.3.3. *Write narratives* **to develop real or****imagined experiences or** *events* **using****effective technique***,**descriptive details, and* **clear** *event sequences.*1. **Establish a situation and introduce a narrator and/or characters; organize an** *event sequence* **that unfolds naturally.**
2. **Use dialogue** *and descriptions of actions, thoughts, and feelings* **to develop experiences and events or show the response of characters to situations.**
3. *Use temporal words* **and phrases** *to signal event order.*
4. *Provide a sense of closure.*
 | W.4.3. *Write narratives to develop real or imagined experiences or events**using effective technique, descriptive details, and clear event sequences.*1. **Orient the reader by** *establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*
2. *Use dialogue and description to develop experiences and events or show the responses of characters to situations.*
3. *Use* **a variety of transitional** *words and phrases to* **manage** *the sequence of events.*
4. *Use* **concrete** *words and phrases* **and sensory details to convey experiences and events precisely.**
5. *Provide a* **conclusion that follows from the narrated experiences or events.**
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| **Production and Distribution of Writing** |
| **W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
| **W.4** | W.K.4. (Begins inGrade 3) | W.1.4. (Begins inGrade 3) | W.2.4. (Begins inGrade 3) | 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 W.3.1, W.3.2, W.3.3. standards.)** | W.4.4. *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***W.4.1, W.4.2, W.4.3.** *standards.)* |
| **W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** |
| **W.5** | W.K.5. **With****guidance and****support from adults, respond to questions****and suggestions from peers and add details to strengthen writing as needed.** | 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.* | W.2.5. *With guidance and support from adults and peers, focus on a topic and**strengthen writing as**needed* **by revising****and editing.** | W.3.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by* **planning,** *revising, and editing.* | W.4.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.* |
| **W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** |
| **W.6** | 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.** | 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.* | 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.* | 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**. | 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.** |