**CCSS ELA Writing (Part 2)**

**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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| **Code** | **K** | **1** | **2** | **3** | **4** |
| **Research to Build and Present Knowledge** |
| **W.CCR.7 Conduct short as well as more sustained research projects based on focused questions,****demonstrating understanding of the subject under investigation.** |
| **W.7** | W.K.7. **Participate in****shared research and****writing projects (e.g., explore a number of****books by a favorite author****and express opinions about them).** | W.1.7. *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**)*.* | W.2.7. *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**)*.* | W.3.7. **Conduct short** *research projects* **that build knowledge about** *a topic.* | W.4.7. *Conduct short research projects that build knowledge* **through****investigation of different aspects of** *a topic*. |
| **W.CCR.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.** |
| **W.8** | W.K.8. **With guidance and****support from adults, recall information from****experiences or gather****information from provided sources to****answer a question.** | W.1.8. *With guidance and**support from adults, recall**information from experiences or gather information from**provided sources to answer a**question.* | W.2.8. *Recall information from experiences or gather information from**provided sources to**answer a question.* | W.3.8. *Recall information**from experiences or**gather information from***print and digital***sources*; **take brief notes****on** *sources* **and sort****evidence into provided****categories.** | W.4.8. *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***.** |

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| **Code** | **K** | **1** | **2** | **3** | **4** |
| **W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** |
| **W.9** | W.K.9. (Begins in Grade 4) | W.1.9*.* (Begins in Grade 4) | W.2.9. (Begins inGrade 4) | W.3.9. (Begins in Grade 4) | W.4.9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**1. **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].”).**
2. **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”).**
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| **W.CCR.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.** |
| **W.10** | W.K.10. (Begins in Grade 4) | W.1.10*.* (Begins in Grade 4) | W.2.10. (Begins inGrade 4) | W.3.10. (Begins in Grade 4) | 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.** |