

Writing Standards

Grades K – 2

Kindergarten	Grade 1	Grade 2
<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 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>). 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. 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>Text Types and Purposes</p> <ol style="list-style-type: none"> 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. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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>Text Types and Purposes</p> <ol style="list-style-type: none"> 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. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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>Production and Distribution of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3) 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. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4) 	<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 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). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4) 	<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 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). Recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4)
<p>Range of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3) 	<p>Range of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3) 	<p>Range of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3)
<p>Description</p>		
<ul style="list-style-type: none"> The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		