

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

**The Writing Standard 1** builds foundational opinion writing skills by teaching students to write or craft organized opinion pieces. They learn to support claims with facts and examples and eventually write opinion pieces with structured paragraphs for an audience. This Standard is paired with:

- Reading Informational Standards
- Language Standards
- Speaking and Listening Standards

**Writing Standard 1 at a Glance:**

- **Grades K-2:** With guidance, students write opinion pieces that include a clear topic, a reason for the opinion, and a sense of closure. They begin to understand the purpose of opinion/persuasive writing and structure their thoughts accordingly. Students Introduce a topic and state an opinion, supply at least one reason to support the opinion, Use linking words (e.g., *because, and, also*), Provide a concluding statement or section. They organize ideas in a logical order.
- **Grades 3-5:** Students build foundational argumentative writing skills by crafting organized opinion pieces. They begin to express opinions with supporting reasons and evidence. They learn to clearly state a claim and support it with facts and examples, organizing their ideas into paragraphs with grouped ideas. They organize their writing with a clear introduction, body, and conclusion. Students use linking words and phrases (e.g., *for example, therefore*). They revise for clarity and logic. They learn to write for an audience.

**Key Words/Terms:** Opinion, reason, topic, closing, linking words, organization, facts, opinion writing, paragraph, transition, introduction, conclusion

**Writing Standard 1 Desired Student Performance:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<b>W.K.1</b> Use a combination of drawing, dictating, <b>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...).</b>	<b>W.1.1 Write opinion pieces</b> in which they <b>introduce the topic</b> or name the book they are writing about, state an opinion, <b>supply a reason for the opinion, and provide some sense of closure.</b>	<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply <b>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.</b>

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"><li>• Introduce the topic or name the book they are writing about.</li><li>• State an opinion on a topic or book.</li><li>• Form and express an opinion orally or using drawing, dictation, or writing to respond to a prompt.</li><li>• Establish or build upon a personal experience or a topic/book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story.</li><li>• Express an opinion orally or using drawing, dictation, or writing to respond to a prompt.</li></ul>	<ul style="list-style-type: none"><li>• Introduce the topic or name the book they are writing about and state an opinion.</li><li>• Establish or build upon a personal schema of a topic or book.</li><li>• Gather information on a specific topic.</li><li>• Use common characteristics/attributes to begin to understand relationships.</li><li>• Form an opinion based on prior knowledge and information provided.</li><li>• Supply a reason that supports the opinion.</li></ul>	<ul style="list-style-type: none"><li>• Introduce the topic or name the book they are writing about and state an opinion.</li><li>• Identify the topic or book.</li><li>• Establish or build upon a personal schema of a topic or book.</li><li>• Gather information on a specific topic.</li><li>• Form an opinion based on prior knowledge and information provided.</li></ul>

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
	<ul style="list-style-type: none"><li>• Identify facts and opinions.</li><li>• Provide a reason to support an opinion.</li></ul>	

**Writing (W) 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.

**The Writing Standard 2** develops students' ability to convey information clearly and accurately, and focuses on students' ability to explain ideas, convey information, and analyze topics with relevant facts and organization. As students grow, they learn to introduce topics, group related ideas, include facts and definitions, and use precise language to explain complex concepts. The Standard begins with simple opinion statements in the early grades and advances to well-supported argumentative essays addressing counterclaims in high school. This Standard is paired with:

- Reading Informational Standards
- Language Standards
- Speaking and Listening Standards

**Writing Standard 2 at a Glance:**

- **Grades K-2:** Students begin writing informative/explanatory pieces that include a clear topic, relevant details, and a sense of closure. They learn to group related information and begin using text features like headings or labels. Introduce a topic clearly. They use facts and definitions to explain topics, group related information together, and use linking words (e.g., *also*, *then*, *for example*) appropriately. Students begin using text features (e.g., diagrams, captions).
- **Grades 3-5:** Students write more developed informative texts that organize ideas into clear sections. They use factual evidence, formatting tools, and language suited to their topic and audience. They introduce and focus on topics, state opinions, provide reasons supported by facts and details, and use linking words. They group ideas logically into paragraphs or sections. They incorporate text features (headings, illustrations, charts) and include a clear conclusion that summarizes or explains.

**Key Words/Terms:** Topic, fact, label, drawing, sentence frame, inform, definitions, grouping, linking words, closure, text features, explanation, development, details, examples, domain-specific vocabulary, formatting, sections, conclusion

### Writing Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<b>W.K.2</b> Use a combination of drawing, dictating, and <b>writing to compose informative/explanatory texts</b> in which they <b>name what they are writing about</b> and <b>supply some information about the topic</b> .	<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, <b>and provide some sense of closure</b> .	<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, <b>use facts and definitions to develop points, and provide a concluding statement or section</b> .

### Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"><li>• Identify the topic or book.</li><li>• Establish or build upon a personal schema of a topic by attending to a learning experience (e.g. reading of text or hands on experience) to gain knowledge about a topic or text.</li><li>• Supply some facts about the topic.</li><li>• With modeling, prompting and support, identify facts and opinions within a specific source.</li><li>• With prompting and support, gather and communicate information related to the topic/text.</li><li>• With modeling, prompting and support, participate in shared</li></ul>	<ul style="list-style-type: none"><li>• Identify the topic or book.</li><li>• Establish or build upon a personal schema of a topic.</li><li>• Develop and write a simple introductory sentence that states the topic.</li><li>• Identify facts and opinions within a specific source.</li><li>• Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner.</li><li>• Participate in shared research on a topic.</li><li>• Write several sentences using the facts that are all related to the topic.</li><li>• Prepare the final product for</li></ul>	<ul style="list-style-type: none"><li>• Identify and introduce a topic.</li><li>• Establish or build upon a personal schema of the topic</li><li>• Participate in shared research on a topic.</li><li>• Differentiate between facts and opinions within a specific source.</li><li>• Use facts and definitions to develop points from print and multimedia resources in an ethical and appropriate manner.</li><li>• Develop and write a clear and focused introductory sentence that identifies the topic.</li><li>• Use information presented and gathered to write an effective conclusion.</li></ul>

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<p>research on a topic.</p> <ul style="list-style-type: none"> <li>Express orally or via developmentally appropriate writing several sentences using the facts that are all related to the topic.</li> </ul>	<p>presentation and/or publication in a variety of formats.</p>	<ul style="list-style-type: none"> <li>Prepare the final product for presentation and/or publication in a variety of formats.</li> <li>Rehearse oral performance of a written product with appropriate fluency.</li> </ul>

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

**The Writing Standard 3** stresses writing stories or recounting experiences using descriptive details, clear sequences, and narrative techniques. Initially guided by teachers, students gradually take ownership of their writing process, improving content, structure, and clarity independently. As they progress, students learn to use effective techniques such as dialogue, pacing, and description to develop characters and events. Over time, they move from basic sequencing to crafting structured, engaging, and thematically rich narratives. This Standard is paired with:

- Reading Literacy Standards
- Language Standards
- Speaking and Listening Standards

**Writing Standard 3 at a Glance:**

- **Grades K-2:** Students write short narratives that include a clear sequence of events and basic story elements. They begin using temporal words and adding details about actions, thoughts, and feelings. Students retell two events, ideas, or pieces of information, or identify two individuals in a text. They explain relationships between two individuals, events, ideas, or pieces of information (e.g., compare / contrast, cause/effect). Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **Grades 3-5:** Students develop more complex narratives that include characters, settings, and plots. They use dialogue, sensory details, and transition words to enhance storytelling and structure. Students establish a situation and introduce characters, organize events logically and clearly, use dialogue and description to develop experiences and characters, and include sensory and concrete details in their writing. They use a variety of temporal and transitional words and provide a clear conclusion that reflects on the events.

**Key Words/Terms:** Narrative, sequence, event, character, setting, temporal words, feelings, closure narrative voice, pacing, flashback, point of view, character arc, theme, tone

### Writing Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
<b>W.K.3</b> Use a combination of drawing, dictating, and <b>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.</b>	<b>W.1.3</b> Write narratives in which they <b>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.</b>	<b>W.2.3</b> Write narratives in which they recount a <b>well-elaborated event or short sequence of events</b> , include details <b>to describe actions, thoughts, and feelings</b> , use temporal words to signal event order, and provide a sense of closure.

### Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"><li>• With prompting, modeling, and support, reflect on personal experiences to contribute to personal reactions.</li><li>• Recount a single event or several loosely linked events.</li><li>• Dictate, draw, or developmentally appropriately write response to text such as response logs and journals.</li><li>• Express through drawing, dictating, and/or legible writing an opening sentence that sets up the story.</li><li>• Experience narrative text to use as model to generate personal narratives.</li></ul>	<ul style="list-style-type: none"><li>• Recount two or more appropriately sequenced events.</li><li>• Identify elements of a narrative</li><li>• Identify two or more events, characters, and settings.</li><li>• Tell about a series of events in a logical sequence.</li><li>• Draft an opening sentence that introduces the narrative.</li><li>• Include some details regarding what happened.</li><li>• Apply knowledge of story structure.</li><li>• Write sentences in a meaningful order using temporal words to identify the sequence.</li></ul>	<ul style="list-style-type: none"><li>• Recount a well-elaborated event or short sequence of events.</li><li>• Identify an event or situation.</li><li>• Identify characters and the problem.</li><li>• Sequence the events in a logical order.</li><li>• Draft an opening sentence that introduces the narrative.</li><li>• Include details to describe actions, thoughts, and feelings.</li><li>• Apply knowledge of story structure.</li><li>• Include details that personalize the experience (thoughts, actions, and</li></ul>



Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"> <li>• Understand the purpose of story structure (e.g., beginning, middle, and end).</li> <li>• Apply knowledge of story structure.</li> <li>• Include some details regarding what happened.</li> <li>• Tell about the events in the order in which they occurred.</li> <li>• Produce complete simple sentences.</li> <li>• With prompting and support students will tell/represent events in a meaningful sequence.</li> <li>• Provide a reaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide some sense of closure.</li> <li>• Draft a concluding sentence that brings resolution to the story.</li> <li>• Apply the revising and editing stages of the writing process.</li> <li>• Revise to ensure that elements of a narrative are present and events are sequenced.</li> <li>• Edit to correct errors in capitalization, punctuation, and spelling.</li> <li>• Use temporal words to signal event order.</li> </ul>	<p>feelings).</p> <ul style="list-style-type: none"> <li>• Produce complete simple and compound sentences.</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Form and use frequently occurring irregular plural nouns.</li> <li>• Use knowledge of language conventions when writing.</li> <li>• Use temporal words to signal event order.</li> <li>• Provide a sense of closure.</li> <li>• Draft a conclusion that resolves the narrative.</li> <li>• Prepare the final product for presentation and/or publication.</li> <li>• Produce writing that is legible, including the correct formation.</li> </ul>

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

**Writing Standard 4** focuses on producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. It emphasizes intentional planning and revision to enhance the effectiveness of writing across different modes (informative, narrative, argumentative). Students grow in their ability to adapt tone, structure, and content to fit specific writing context. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

**Writing Standard 4 at a Glance:**

- **Grades K-2:** Students begin to understand how to write clearly and logically for a purpose. They organize their writing using simple structures and learn to revise for clarity and order. They state ideas clearly using complete sentences. Students organize their writing with a topic and supporting details. They use basic linking words (e.g., *and*, *but*, *because*), develop clear beginning, middle, and end, and revise writing to improve clarity or flow (with guidance).
- **Grades 3-5:** In grades 3–5, students begin to produce writing that is organized and focused on a clear topic. They improve coherence by using transitions and paragraphing and begin to revise more independently for organization and tone. Students structure their ideas into paragraphs and use linking words to create flow between sentences, paragraphs, and sections. Emphasis is placed on writing for a specific task or audience and using appropriate tone and structure. Students engage in the process of revision and editing to clarify their message and improve the quality of their work.

**Key Words/Terms:** Task, purpose, audience, coherence, organization, transitions, tone, style, voice, diction, structure, clarity, cohesion, formality, register, revision, editing, beginning, middle, end, topic, linking words, revision

**Writing Standard 4 Desired Student Performance:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<b>W.K.4</b> This Standard is not assessed on MCAP until Grade 4.	<b>W.1.4</b> This Standard is not assessed on MCAP until Grade 4.	<b>W.2.4</b> This Standard is not assessed on MCAP until Grade 4.

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

**The Writing Standard 5** focuses on helping students grow as writers by engaging in the writing process, especially through revising, editing, and rewriting. Students learn to reflect on their own work, receive and apply feedback, and refine their writing for clarity, purpose, organization, and style. They learn to improve organization, word choice, and sentence structure, and begin using tools such as peer reviews and writing rubrics. The emphasis evolves from guided revision to independent, purposeful refinement across genres and audiences. This Standard is paired with:

- Reading Informational Standards
- Reading Literacy Standards
- Language Standards
- Speaking and Listening Standards

**Writing Standard 5 at a Glance:**

- **Grades K-2:** With guidance, students generate ideas and organize thoughts through discussion, drawings, or graphics. Students attempt simple written sentences or labels to express ideas, often with adult support. With support, students add or change words to clarify meaning or improve details. They begin recognizing and correcting simple errors in capitalization, punctuation, and spelling with adult/peer support and share writing by reading aloud, displaying work, or creating simple digital pieces with assistance.
- **Grades 3-5:** Students begin revising and editing more independently. They learn to improve organization, word choice, and sentence structure, and begin using tools such as peer reviews and writing rubrics. Students apply the full writing process with increasing structure and complexity. They write multi-paragraph texts with a clear beginning, middle, and end. They make purposeful changes to improve writing content, organization, and word choice. Students respond to feedback from peers and adults. Editing focuses on grammar, spelling, punctuation, and sentence structure. Students apply learned language conventions.

**Key Words/Terms:** Revise, edit, feedback, details, capitalization, punctuation, reorder, checklist, organization, word choice, peer review, rubric, sentence fluency

### Writing Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<b>W.K.5</b> With modeling, guidance and support from adults, <b>respond to questions and suggestions from peers and add details to strengthen writing as needed.</b>	<b>W.1.5</b> With modeling, 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.	<b>W.2.5</b> With modeling, guidance and support from adults and peers, focus on a topic and strengthen writing as needed <b>by revising and editing.</b>

### Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"><li>• Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion).</li><li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li><li>• Identify how language choices in writing and speaking affect thoughts and feelings.</li><li>• Use sensory details to expand ideas.</li><li>• Use effective details, words, and figurative language in the student's own composing.</li><li>• Use descriptive words to expand and improve writing.</li></ul>	<ul style="list-style-type: none"><li>• Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion).</li><li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li><li>• Identify how language choices in writing and speaking affect thoughts and feelings.</li><li>• Use sensory details to expand ideas.</li><li>• Use effective details, words, and figurative language in the student's own composing.</li><li>• Use descriptive words to expand and improve writing.</li></ul>	<ul style="list-style-type: none"><li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li><li>• Identify how language choices in writing and speaking affect thoughts and feelings.</li><li>• Use sensory details to expand ideas.</li><li>• Use effective details, words, and figurative language in the student's own composing.</li><li>• Use descriptive words to expand and improve writing</li><li>• Select print, online, and multimedia sources.</li><li>• With guidance, use technology to record and organize ideas, data, and information.</li></ul>

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
		<ul style="list-style-type: none"><li>• Contribute to a learning community.</li></ul>

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

**The Writing Standard 6** develops students' ability to use digital tools to create, revise, and publish writing. It emphasizes collaboration, research, and technology integration appropriate to the grade level. As students progress, they become more independent and strategic in using technology to enhance writing, collaborate with others, and publish for real audiences. This Standard is paired with:

- Writing Standards
- Language Standards
- Speaking and Listening Standards

**Writing Standard 6 at a Glance:**

- **Grades K-2:** With guidance, students are exposed to appropriate resources in digital format. Students use basic technology tools to compose and publish writing. With guidance, they learn how to make changes digitally and begin to engage in simple collaboration with peers. They collaborate with peers to produce and publish writing.
- **Grades 3-5:** Students begin to independently use technology to write, revise, and publish. They use digital platforms to collaborate with peers and explore how technology enhances presentation and communication. Students use word processing tools to produce organized, polished texts. They use features such as spell check, formatting, and text styles. Students collaborate digitally (e.g., comments, shared docs), use technology to gather feedback and revise accordingly, and publish work for school or wider audiences.

**Key Words/Terms:** Publish, type, word processing, images, formatting, collaboration, revision, editing, digital collaboration, publish, word processing, feedback, presentation tools, share, technology, digital tools, use, Internet, produce, writing, interact, collaborate, discussions

**Writing Standard 6 Desired Student Performance:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<b>W.K.6</b> With <b>guidance</b> and support from adults, <b>explore a variety of digital tools</b> to produce and publish writing, including in collaboration with peers.	<b>W.1.6</b> With guidance and support from adults, <b>use a variety of digital tools</b> to produce and publish writing, including in collaboration with peers.	<b>W.2.6 With guidance and support from adults</b> , use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"><li>• With guidance, select print, online, and multimedia sources.</li><li>• With guidance, use technology to record and organize data/information.</li><li>• With guidance, use technology to present findings/conclusions in a variety of formats.</li><li>• With prompting and support, contribute to a shared writing experience.</li></ul>	<ul style="list-style-type: none"><li>• With guidance, select print, online, and multimedia sources.</li><li>• With guidance, use technology to record and organize data/information.</li><li>• With guidance, use technology to present findings/conclusions in a variety of formats.</li><li>• Contribute to a learning community.</li></ul>	<ul style="list-style-type: none"><li>• With guidance, select print, online, and multimedia sources.</li><li>• Use technology to record and organize data/information.</li><li>• With guidance, use technology to present findings/conclusions in a variety of formats.</li><li>• Contribute to a learning community.</li></ul>



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

**The Writing Standard 7** guides students in conducting both short-term and extended research projects. Students develop research questions, locate and evaluate sources, and synthesize information to build knowledge. Over time, they grow from guided inquiry to independent, sustained investigation. This Standard is paired with:

- Reading Informational Standards
- Language Standards
- Speaking and Listening Standards

**Writing Standard 7 at a Glance:**

- **Grades K-2:** Students gather, evaluate, and synthesize information from various sources to support writing tasks. Participate in shared research (e.g., explore books by a favorite author and express opinions). Students share findings in simple formats (drawing, dictation, early writing). They identify a topic, ask and refine questions, explore and use various sources with guidance.
- **Grades 3-5:** Students move from shared research projects to independent, in-depth research with an emphasis on independently identifying and researching a topic. Students conduct short research projects with support. They formulate and refine more specific questions, select and explore multiple source types, organizing their writing effectively and cite sources.

**Key Words/Terms:** Research question, facts, source, sort, present, group project inquiry, note-taking, multiple sources, organize, synthesize

**Writing Standard 7 Desired Student Performance:**

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
<b>W.K.7</b> Participate in shared research and writing projects ( <b>e.g., explore a number of books by a favorite author and express opinions about them</b> ).	<b>W.1.7</b> Participate in shared research and writing projects ( <b>e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions</b> ).	<b>W.2.7</b> Participate in shared research and writing projects ( <b>e.g., read a number of books on a single topic to produce a report; record science observations</b> ).

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"><li>• With guidance and support from adults, identify an assigned or personal information need (topic to research).</li><li>• Formulate and refine questions to meet an information need.</li><li>• Explore and identify human, print, online, and multimedia resources.</li><li>• Use technology tools to find data/information within a specific source.</li><li>• Use a variety of formats to prepare the findings/conclusions of the information need (topic to research).</li><li>• Contribute to a learning community.</li></ul>	<ul style="list-style-type: none"><li>• With guidance, identify an assigned or personal information need.</li><li>• Formulate and refine questions to meet an information need.</li><li>• Explore and identify human, print, online, and multimedia resources.</li><li>• Use technology tools to find data/information within a specific source.</li><li>• Formulate and refine questions to meet an information need.</li></ul>	<ul style="list-style-type: none"><li>• Access prior knowledge to formulate and refine questions to meet an information need.</li><li>• Select print, online, and multimedia sources.</li><li>• Use technology tools to find data/information within a specific source.</li><li>• Record data/information in a variety of formats.</li><li>• Draw conclusions from the recorded data/information to create new understandings.</li><li>• Practice responsible and appropriate use of technology systems, software, and information.</li><li>• Explain the idea of giving credit to sources of information.</li></ul>

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
		<ul style="list-style-type: none"><li>• Avoid plagiarism by correctly recording information word for word and keeping track of the source.</li></ul>

**Writing (W) 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.

**The Writing Standard 8** focuses on students' ability to locate, evaluate, and incorporate evidence responsibly in writing. It supports information literacy by teaching citation practices, source reliability, and ethical use of information. This Standard emphasizes gathering relevant information from multiple print and digital sources. Students assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism. This Standard is paired with:

- Reading Informational Standards
- Language Standards
- Speaking and Listening Standards

**Writing Standard 8 at a Glance:**

- **Grades K-2:** Students begin identifying sources of information and using facts in their writing with support. They present their findings through simple formats (drawings, dictation, basic writing). Students collaborate with peers and adults in learning communities. Students use simple sources with guidance, identify a topic with guidance, ask and refine simple questions, and use basic sources (books, videos, observations). They begin using technology tools.
- **Grades 3-5:** Students gather relevant information from multiple sources and begin to paraphrase, quote, and cite sources appropriately. Students develop research questions and gather information from books and digital sources. They choose and narrow research topics. They take notes from print and digital sources and begin citing sources informally. Students organize and present findings in writing with supporting details and use digital tools to publish writing and collaborate with peers.

**Key Words/Terms:** Fact, source, author, title, attribution, simple citation, relevant information, paraphrase, quote, bibliography, note-taking, citation, gather, information, notes, sources, sort evidence, categories, title, author(s), alphabetical order, acknowledgement

**Writing Standard 8 Desired Student Performance:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<b>W.K.8</b> With <b>guidance</b> and support from adults, recall information from experiences or <b>gather information from provided sources</b> to answer a question.	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
<ul style="list-style-type: none"><li>• Use prior knowledge to formulate questions to meet an information need.</li><li>• Select print, online, and multimedia sources.</li><li>• Record data/information in a variety of formats.</li><li>• Draw conclusions from the recorded data/information to create new understandings.</li><li>• Explain the idea of giving credit to sources of information.</li><li>• Compose text using revising and editing strategies of effective writers and speakers.</li></ul>	<ul style="list-style-type: none"><li>• Access prior knowledge to formulate and refine questions to meet an information need.</li><li>• Select print, online, and multimedia sources.</li><li>• Use technology tools to find data/information within a specific source.</li><li>• Record data/information in a variety of formats.</li><li>• Draw conclusions from the recorded data/information to create new understandings.</li><li>• Practice responsible and appropriate use of technology systems, software, and information.</li></ul>	<ul style="list-style-type: none"><li>• Access prior knowledge to formulate and refine questions to meet an information need.</li><li>• Select print, online, and multimedia sources.</li><li>• With guidance, use technology tools to find data/information within a specific source.</li><li>• Record data/information in a variety of formats.</li><li>• Draw conclusions from the recorded data/information to create new understandings.</li><li>• practice responsible and appropriate use of technology systems, software, and information.</li><li>• With guidance, explain the idea of giving credit to sources of</li></ul>

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
	<ul style="list-style-type: none"> <li>• explain the idea of giving credit to sources of information.</li> <li>• With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source.</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>• With guidance, avoid plagiarism</li> </ul>

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

Pre-Requisite Skills: Grade 1	Grade Level: Grade 2	Next Progression: Grade 3
<b>W.K.9</b> (Begins in Grade 4).	<b>W.1.9</b> (Begins in Grade 4).	<b>W.2.9</b> (Begins in Grade 4).

**Writing (W) 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.

**The Writing Standard 10** emphasizes the expectation that students write regularly over time (much like the expectations for reading) for a variety of purposes. It reinforces regular writing practice across genres, purposes, and audiences. It balances frequent informal writing with sustained, formal tasks to develop fluency, stamina, and versatility. Students learn to write in many formats for various tasks and audiences. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

**Writing Standard 10 at a Glance:**

- **Grades K-2:** Students write regularly for different purposes and audiences, including personal narratives, explanations, and opinion pieces.
- **Grades 3-5:** Students write routinely in both short and long formats, developing writing stamina and fluency across genres. They produce frequent informal writing (journals, responses), develop longer projects over time, and write for real or imagined audiences.

**Key Words/Terms:** Write routinely, extended time frames, research, purpose, prompt, inform, entertain, reflection, shorter time frames, single setting or day or two, range, discipline-specific tasks, audiences, experiences, math, ELA, science, social studies, on demand writing, short constructed response, text-based questions, content knowledge, vocabulary, text structure, analysis



**Writing Standard 10 Desired Student Performance:**

Pre-Requisite Skills: Grade K	Grade Level: Grade 1	Next Progression: Grade 2
(Begins in Grade 3).	(Begins in Grade 3).	<b>W.3.10</b> 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.

**How is it ASSESSED?**

**State Assessment (MCAP): **Coming soon!****

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