Core Content Connectors: Informational Writing

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Grade K

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion,
dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or
stimulus (e.g., event, photo, etc.)

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.a1 Describe familiar	Presentation of Knowledge	K.SL.4 Describe familiar
people, places, things, and/or	and Ideas	people, places, things, and
events orally or in writing.	SL4. Present information,	events and, with prompting
	findings, and supporting	and support, provide
	evidence such that listeners	additional detail.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	
K.WI.a2 With guidance and	Research To Build and	K.W.8 With guidance and
support from adults, recall	Present knowledge	support from adults, recall
information from experiences	W8. Gather relevant	information from experiences
to answer a question.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written

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Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.b1 With prompting and	Presentation of Knowledge	K.SL.4 Describe familiar
support, provide additional	and Ideas	people, places, things, events
details to the description or	SL4. Present information,	and with prompting and
drawings of familiar people,	findings, and supporting	support, provide additional
places, things, and/or events.	evidence such that listeners	detail.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

K.WI.b2 With prompting and	Text Types and Purposes	K.W.2 Use a combination of
support, create a permanent	W2. Write	drawing, dictating, and
product (e.g., select/generate	informative/explanatory texts	writing to compose
responses to form	to examine and convey	informative/explanatory texts
paragraph/essay) that	complex ideas and	in which they name what they
contains a main topic and	information clearly and	are writing about and supply
details about an informational	accurately through the	some information about the
topic.	effective selection,	topic.
	organization, and analysis of	_
	content.	

Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.c1 Use a combination	Text Types and Purposes	K.W.2 Use a combination of
of drawing, dictating, and/or	W2. Write	drawing, dictating, and
writing in response to a topic,	informative/explanatory texts	writing to compose
text, or stimulus (e.g., event,	to examine and convey	informative/explanatory texts
photo, etc.).	complex ideas and	in which they name what
	information clearly and	they are writing about and
	accurately through the	supply some information
	effective selection,	about the topic.
	organization, and analysis of	
	content.	

Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.d1 Identify various	Research To Build and	K.W.8 With guidance and
sources (e.g., library books,	Present knowledge	support from adults, recall
magazines, Internet) that can	W8. Gather relevant	information from experiences
be used to gather information	information from multiple	or gather information from
or to answer questions (e.g.,	print and digital sources,	provided sources to answer a
how do we find out).	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

K.WI.d2 Use provided	Research To Build and	K.W.8 With guidance and
illustrations or visual displays	Present knowledge	support from adults, recall
to gain information on a	W8. Gather relevant	information from experiences
topic.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	-
	integrate the information	
	while avoiding plagiarism.	
K.WI.d3 With guidance and	Research To Build and	K.W.8 With guidance and
support from adults, gather	Present knowledge	support from adults, recall
information from provided	W8. Gather relevant	information from experiences
sources (e.g., highlight,	information from multiple	or gather information from
quote, or paraphrase from	print and digital sources,	provided sources to answer a
source) to answer a question.	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
K.WI.d4 Participate in shared	Research To Build and	K.W.7 Participate in shared
research and writing projects	Present knowledge	research and writing projects
(e.g., explore several books	W7. Conduct short as well as	(e.g., explore several books
by a favorite author and	more sustained research	by a favorite author and
express opinions about them).	projects based on focused	express opinions about them).
	questions, demonstrating	
	understanding of the subject	
	under investigation.	

Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T- chart, graphic organizer) to plan writing

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this	No CCCs were written at this	No CCCs were written at this
grade level for this PI.	grade level for this PI.	grade level for this PI.

Progress Indicator: E.WI.f selecting *and ordering* fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this	No CCCs were written at this	No CCCs were written at this
grade level for this PI.	grade level for this PI.	grade level for this PI.

Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (e.g., listing fact statements rather than connecting or relating ideas)

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
Core Content Connectors: K K.WI.gl Present orally or in writing, factual information of familiar people places, things, and/or events.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	Common Core State Standard K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	organization, development, and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in *several related sentences*

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.h1 Organize	Text Types and Purposes	K.W.2 Use a combination of
information on a topic that	W2. Write	drawing, dictating, and
includes more than one piece	informative/explanatory texts	writing to compose
of relevant content.	to examine and convey	informative/explanatory texts
	complex ideas and	in which they name what
	information clearly and	they are writing about and
	accurately through the	supply some information
	effective selection,	about the topic.
	organization, and analysis of	
	content.	

Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics

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Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WI.i1 With guidance and	Production and Distribution	K.W.5 With guidance and
support, use feedback on a	of Writing	support from adults, respond
topic (e.g., additional text,	W5. Develop and strengthen	to questions and suggestions
drawings, visual displays,	writing as needed by	from peers and add details to
labels) to strengthen	planning, revising, editing,	strengthen writing as needed.
informational writing.	rewriting, or trying a new	
	approach.	

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion,
dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or
stimulus (event, photo, etc.)

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.a1 Describe factual	Presentation of Knowledge	1.SL.4 Describe, people,
information about familiar	and Ideas	places, things, and events
people, places, things, and	SL4. Present information,	with relevant details,
/or events with relevant	findings, and supporting	expressing ideas and feelings
details orally or in writing.	evidence such that listeners	clearly.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	
1.WI.a2 With guidance and	Research To Build and	1.W.8 With guidance and
support from adults, recall	Present knowledge	support from adults, recall
information (e.g., quote or	W8. Gather relevant	information from experiences
paraphrase from source) from	information from multiple	or gather information from
experiences to answer a	print and digital sources,	provided sources to answer a
question.	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.b1 Write simple	Text Types and Purposes	1.W.2 Write
statements that name a topic	W2.Write	informative/explanatory texts
and supply some facts about	informative/explanatory texts	in which they name a topic,
the topic.	to examine and convey	supply some facts about the
-	complex ideas and	topic, and provide some sense
	information clearly and	of closure.
	accurately through the	
	effective selection,	
	organization, and analysis of	
	content.	

Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation

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Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.c1 When writing	Text Types and Purposes	1.W.2 Write
information/explanatory texts	W1. Write arguments to	informative/explanatory texts
use illustrations and captions	support claims in an analysis	in which they name a topic,
to relay facts about a topic.	of substantive topics or texts,	supply some facts about the
	using valid reasoning and	topic, and provide some sense
	relevant sufficient evidence.	of closure.

Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.d1 Identify various	W8. Gather relevant	1.W.8 With guidance and
sources (e.g., word wall,	information from multiple	support from adults, recall
book talks, visuals/images,	print and digital sources,	information from experiences
Internet) that can be used to	assess the credibility and	or gather information from
gather information or to	accuracy of each source, and	provided sources to answer a
answer a question (e.g., How	integrate the information	question.
do we find out?).	while avoiding plagiarism.	-
1.WI.d2 Use illustrations and	Research To Build and	1.W.8 With guidance and
details in a text to obtain facts	Present knowledge	support from adults, recall
and compose information on	W8. Gather relevant	information from experiences
a topic.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
1.WI.d3 With guidance and	Research To Build and	1.W.8 With guidance and
support from adults, gather	Present knowledge	support from adults, recall
information (e.g., highlight,	W8. Gather relevant	information from experiences
take notes) from provided	information from multiple	or gather information from
sources to answer a question.	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

1.WI.d4 Participate in shared	Research To Build and	1.W.7 Participate in shared
research and writing projects	Present knowledge	research and writing projects
(e.g., drawings, visual	W7. Conduct short as well as	(e.g., explore several "how-
displays, labels).	more sustained research	to" books on a given topic
	projects based on focused	and use them to write a
	questions, demonstrating	sequence of instructions).
	understanding of the subject	-
	under investigation.	

Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T- chart, graphic organizer) to plan writing

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at grade 1	PI at grade 1	PI at grade 1

Progress Indicator: E.WI.f selecting *and ordering* fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at grade 1	PI at grade 1	PI at grade 1

Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (e.g., listing fact statements rather than connecting or relating ideas)

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.g1 Present, orally or in	Presentation of Knowledge	1.SL.4 Describe people,
writing, factual information	and Ideas	places, things, and events
of familiar people, places,	SL4. Present information,	with relevant details,
things, and/or events	findings, and supporting	expressing ideas and feelings
describing subtopics of larger	evidence such that listeners	clearly.
topics.	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using
relevant details in several related sentences

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.h1 Provide a concluding	Text Types and Purposes	1.W.2 Write
state mentor section to a	W2.Write	informative/explanatory texts
permanent product.	informative/explanatory texts	in which they name a topic,
	to examine and convey	supply some facts about the
	complex ideas and	topic, and provide some sense
	information clearly and	of closure.
	accurately through the	
	effective selection,	
	organization, and analysis of	
	content.	

Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WI.i1 With guidance and	Production and Distribution	1.W.5 With guidance and
support, use feedback on a	of Writing	support from adults, focus on
topic (e.g., additional text,	W5. Develop and strengthen	a topic, respond to questions
drawings, visual displays,	writing as needed by	and suggestions from peers,
labels) to strengthen	planning, revising, editing,	and add details to strengthen
informational writing.	rewriting, or trying a new	writing as needed.
	approach.	

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion,
dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or
stimulus (e.g., event, photo, etc.)

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.a1 Describe, orally or in	Presentation of Knowledge	1.SL.4 Describe, people,
writing, factual information	and Ideas	places, things, and events
about familiar people, places,	SL4. Present information,	with relevant details,
things, and/or events with	findings, and supporting	expressing ideas and feelings
details.	evidence such that listeners	clearly.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	
2.WI.a2 Recall information	Research To Build and	2.W.8 Recall information
from experiences to answer a	Present knowledge	from experiences or gather
question (e.g., While learning	W8. Gather relevant	information from provided
about fire the teacher asks:	information from multiple	sources to answer a question.
"What do we know about	print and digital sources,	
fire? Have you ever seen a	assess the credibility and	
campfire? What did it feel	accuracy of each source, and	
like if you got too close to the	integrate the information	
fire?").	while avoiding plagiarism.	

Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written

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Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.b1 Write statements that	Text Types and Purposes	2.W.2 Write
name a topic and supply some	W2. Write	informative/explanatory texts
facts about the topic.	informative/explanatory texts	in which they introduce a
_	to examine and convey	topic, use facts and
	complex ideas and	definitions to develop points,
	information clearly and	and provide a concluding
	accurately through the	statement or section.
	effective selection,	
	organization, and	
	analysis of content.	

Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.c1 When writing	Text Types and Purposes	2.W.2 Write
information/explanatory texts	W2. Write	informative/explanatory texts
use illustrations and captions	informative/explanatory texts	in which they introduce a
to relay facts about a topic.	to examine and convey	topic, use facts and
	complex ideas and	definitions to develop points,
	information clearly and	and provide a concluding
	accurately through the	statement or section.
	effective selection,	
	organization, and	
	analysis of content.	

Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.d1 With guidance and	Research To Build and	2.W.8 Recall information
support from adults, gather	Present knowledge	from experiences or gather
information (e.g., highlight,	W8. Gather relevant	information from provided
take notes) from provided	information from multiple	sources to answer a question.
sources to answer a question.	print and digital sources,	-
	assess the credibility and	
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
2.WI.d2 Participate in shared	Research To Build and	2.W.7 Participate in shared
research and writing projects	Present knowledge	research and writing projects
(e.g., read several books on a	W7. Conduct short as well as	(e.g., read several books on a
single topic to produce a	more sustained research	single topic to produce a
report; record science	projects based on focused	report; record science
observations).	questions, demonstrating	observations).
	understanding of the subject	
	under investigation.	
2.WI.d3 Use simple note	Research To Build and	2.W.8 Recall information
taking strategies or organizers	Present knowledge	from experiences or gather
(e.g., numbering, t-charts,	W8. Gather relevant	information from provided
graphic organizers) to gather	information from multiple	sources to answer a question.
information from provided	print and digital sources,	
sources.	assess the credibility and	
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T- chart, graphic organizer) to plan writing

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Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at grade 2	PI at grade 2	PI at grade 2

Progress Indicator: E.WI.f selecting *and ordering* fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at grade 2	PI at grade 2	PI at grade 2

Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (e.g., listing fact statements rather than connecting or relating ideas)

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.g1 Provide at least two	Presentation of Knowledge	2.SL.4 Tell a story or recount
facts for each subtopic	and Ideas	an experience with
identified for a larger topic.	SL.4 Present information,	appropriate facts and
	findings, and supporting	relevant, descriptive details,
	evidence such that listeners	speaking audibly in coherent
	can follow the line of	sentences.
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Televalit detalls ill several related sentences		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WI.h1 Order factual	Text Types and Purposes	2.W.2 Write
statements to describe a	W2. Write	informative/explanatory texts
sequence of events or to	informative/explanatory texts	in which they introduce a
explain a procedure.	to examine and convey	topic, use facts and
	complex ideas and	definitions to develop points,
	information clearly and	and provide a concluding
	accurately through the	statement or section.
	effective selection,	
	organization, and analysis of	
	content.	
2.WI.h2 Provide a concluding	Text Types and Purposes	2.W.2 Write
statement or section to a	W2. Write	informative/explanatory texts
permanent product.	informative/explanatory texts	in which they introduce a
	to examine and convey	topic, use facts and
	complex ideas and	definitions to develop points,
	information clearly and	and provide a concluding
	accurately through.	statement or section.
	the effective selection,	
	organization, and analysis of	
	content.	

Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in *several related sentences*

Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
2.WI.i1 With guidance and	Production and Distribution	2.W.5 With guidance and
support, use feedback to	of Writing	support from adults and
strengthen writing.	W5. Develop and strengthen	peers, focus on a topic and
	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by revising and editing.
	rewriting, or trying a new	
	approach.	

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at grade 3	PI at grade 3	PI at grade 3

Progress Indicator: E.WI.k locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.k1 Gather information	Research To Build and	3.W.8 Recall information
(e.g., take notes) from text	Present knowledge	from experiences or gather
read aloud or information	W8. Gather relevant	information from print and
presented in diverse media	information from multiple	digital sources; take brief
and formats, including	print and digital sources,	notes on sources and sort
visually, quantitatively, and	assess the credibility and	evidence into provided
orally.	accuracy of each source, and	categories.
orany.	integrate the information	categories.
	e	
3.WI.k2 Use text features and	while avoiding plagiarism. Research To Build and	3.W.8 Recall information
search tools (e.g., key words,	Present knowledge	from experiences or gather
sidebars, hyperlinks) to locate	W8. Gather relevant	information from print and
information relevant to a	information from multiple	digital sources; take brief
given topic with the purpose	print and digital sources,	notes on sources and sort
of creating a permanent	assess the credibility and	evidence into provided
product (e.g., select/generate	accuracy of each source, and	categories.
responses to form	integrate the information	
paragraph/essay).	while avoiding plagiarism.	
3.WI.k3 Locate important	Research To Build and	3.W.8 Recall information
points on a single topic from	Present knowledge	from experiences or gather
two informational texts or	W8. Gather relevant	information from print and
sources.	information from multiple	digital sources; take brief
	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WI.1 using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.11 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., determine the	writing as needed by	strengthen writing as needed
topic, gather information,	planning, revising, editing,	by planning, revising, and
develop the topic, provide a	rewriting, or trying a new	editing.
meaningful conclusion).	approach.	5
3.WI.12 Take brief notes (e.g.,	Research To Build and	3.W.8 Recall information
graphic organizers, notes,	Present knowledge	from experiences or gather
labeling, listing) from	W8. Gather relevant	information from print and
sources.	information from multiple	digital sources; take brief
	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	C
	while avoiding plagiarism.	
3.WI.13 Use linking words	Text Types and Purposes	3.W.2 Write
and phrases (e.g., also,	W2. Write	informative/explanatory texts
another, and, more, but) to	informative/explanatory texts	to examine a topic and
connect ideas within	to examine and convey	convey ideas and
categories of information.	complex ideas and	information clearly.
	information clearly and	c. Use linking words and
	accurately through the	phrases (e.g., also, another,
	effective selection,	and, more, but) to connect
	organization, and	ideas within categories of
	analysis of content.	information.
3.WI.14 Sort evidence (e.g.,	Research To Build and	3.W.8 Recall information
graphic organizer) collected	Present knowledge	from experiences or gather
from print and/or digital	W8. Gather relevant	information from print and
sources into provided	information from multiple	digital sources; take brief
categories.	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	
	while avoiding plagiarism.	

3.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent	Research To Build and Present knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating	3.W.7 Conduct short research projects that build knowledge about a topic.
product).	understanding of the subject under investigation.	
3.WI.16 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopic (e.g., "Many sports can be played outside in winter.")

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Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.m1 Introduce a topic	Text Types and Purposes	3.W.2 Write
and group in related	W2. Write	informative/explanatory texts
information together.	informative/explanatory texts	to examine a topic and
	to examine and convey	convey ideas and information
	complex ideas and	clearly.
	information clearly and	a. Introduce a topic and group
	accurately through the	related information together;
	effective selection,	include illustrations when
	organization, and	useful to aiding
	analysis of content.	comprehension.

Progress Indicator: E.WI.n selecting *relevant* facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.n1 Identify key details	Research To Build and	3.W.8 Recall information
in an informational text.	Present knowledge	from experiences or gather
	W8. Gather relevant	information from print and
	information from multiple	digital sources; take brief
	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types

grouping relevant details using several related and varied sentence types		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.o1 Develop the topic	Text Types and Purposes	3.W.2 Write
(e.g., add additional	W2. Write	informative/explanatory texts
information which supports	informative/explanatory texts	to examine a topic and
the topic) by using relevant	to examine and convey	convey ideas and information
facts, definitions, and details.	complex ideas and	clearly.
	information clearly and	b. Develop the topic with
	accurately through the	facts, definitions, and details.
	effective selection,	
	organization, and	
	analysis of content.	

Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.p1 Include text features	Text Types and Purposes	3.W.2 Write
(e.g., numbers, labels,	W2. Write	informative/explanatory texts
diagrams, charts, graphics) to	informative/explanatory texts	to examine a topic and
enhance clarity and meaning.	to examine and convey	convey ideas and
	complex ideas and	information clearly.
	information clearly and	a. Introduce a topic and group
	accurately through the	related information together;
	effective selection,	include illustrations
	organization, and	when useful to aiding
	analysis of content.	comprehension.

Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.q1 Provide a concluding	Text Types and Purposes	3.W.2 Write
statement or section to	W2. Write	informative/explanatory texts
summarize the information	informative/explanatory texts	to examine a topic and
presented.	to examine and convey	convey ideas and
	complex ideas and	information clearly.
	information clearly and	d. Provide a concluding
	accurately through the	statement or section.
	effective selection,	
	organization, and	
	analysis of content.	

Progress Indicator: E.WI.r With support, editing informational text for clarity and meaning, grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.r1 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, edit writing for clarity	W5. Develop and strengthen	adults, develop and
and meaning.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach.	

Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WI.s1 With guidance and	Production and Distribution	3.W.4 With guidance and
support from adults, produce	of Writing	support from adults, produce
a clear coherent permanent	W4. Produce clear and	writing in which the
product that is appropriate to	coherent writing in which the	development and
the specific task (e.g., topic),	development, organization,	organization are appropriate
purpose (e.g., to inform), or	and style are appropriate to	to task and purpose.
audience (e.g., reader).	task, purpose, and audience.	
3.WI.s2 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, and
	rewriting, or trying a new	editing.
	approach.	

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at grade 4	PI at grade 4	PI at grade 4

Progress Indicator: E.WI.k locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.k1 Gather information	Research To Build and	4.W.8 Recall relevant
(e.g., highlight, quote, or	Present knowledge	information from experiences
paraphrase from source)	W8. Gather relevant	or gather relevant information
relevant to the topic from	information from multiple	from print and digital
print and/or digital sources.	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	
4.WI.k2 Provide a list of	Research To Build and	4.W.8 Recall relevant
sources that contributed to the	Present knowledge	information from experiences
content within a writing	W8. Gather relevant	or gather relevant information
piece.	information from multiple	from print and digital
	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WI.l using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.11 With guidance and	Production and Distribution	4.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, develop a plan for	W4. Produce clear and	adults, develop and
writing (e.g., determine the	coherent writing in which the	strengthen writing as needed
topic, gather information,	development, organization,	by planning, revising, and
develop the topic, provide a	and style is appropriate to	editing.
meaningful conclusion).	task, purpose, and audience.	

4.WI.12 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	4.W.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.
4.WI.13 Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also, because</i>).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
4.WI.14 Sort evidence collected from print and/or digital sources into provided categories.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	4.W.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.
4.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research To Build and Present knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.WI.16 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopic (e.g., "Many sports can be played outside in winter.")

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.m1 Introduce a topic	Text Types and Purposes	4.W.2 Write
clearly and group related	W2. Write	informative/explanatory texts
information in paragraphs and	informative/explanatory texts	to examine a topic and
sections.	to examine and convey	convey ideas and
	complex ideas and	information clearly.
	information clearly and	a. Introduce a topic clearly
	accurately through the	and group related information
	effective selection,	in paragraphs and sections;
	organization, and analysis of	include formatting (e.g.,
	content.	headings), illustrations, and
		multimedia when useful to
		aiding comprehension.

Progress Indicator: E.WI.n selecting *relevant* facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.n1 Identify key details	Research To Build and	4.W.8 Recall relevant
from an informational text.	Present knowledge	information from experiences
	W8. Gather relevant	or gather relevant information
	information from multiple	from print and digital
	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	
4.WI.n2 Use precise language	Text Types and Purposes	4.W.2 Write
and domain-specific	W2. Write	informative/explanatory texts
vocabulary to inform about or	informative/explanatory texts	to examine a topic and
explain the topic.	to examine and convey	convey ideas and
	complex ideas and	information clearly.
	information clearly and	d. Use precise language and
	accurately through the	domain- specific vocabulary
	effective selection,	to inform about or
	organization, and analysis of	explain the topic.
	content.	

grouping relevant details using several related and varied sentence types		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.o1 Develop the topic	Text Types and Purposes	4.W.2 Write
(add additional information	W2. Write	informative/explanatory texts
related to the topic) with	informative/explanatory texts	to examine a topic and
relevant facts, definitions,	to examine and convey	convey ideas and
concrete details, quotations,	complex ideas and	information clearly.
or other information and	information clearly and	b. Develop the topic with
examples related to the	accurately through	facts, definitions,
topic.	the effective selection,	concrete details, quotations,
	organization, and analysis of	or other information and
	content.	examples related to the topic.

Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types

Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing

graphies) to enhance enalty and meaning of mornational writing		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.p1 Include formatting	Text Types and Purposes	4.W.2 Write
(e.g., headings, bulleted	W2. Write	informative/explanatory texts
information), illustrations,	informative/explanatory texts	to examine a topic and
and multimedia when	to examine and convey	convey ideas and
appropriate to convey	complex ideas and	information clearly.
information about the topic.	information clearly and	a. Introduce a topic clearly
	accurately through the	and group related information
	effective selection,	in paragraphs and sections;
	organization, and analysis of	include formatting (e.g.,
	content.	headings), illustrations, and
		multimedia when useful to
		aiding comprehension.

Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus.

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.q1 Provide a concluding	Text Types and Purposes	4.W.2. Write
statement or section to	W2. Write	informative/explanatory texts
support the information	informative/explanatory texts	to examine a topic and
presented.	to examine and convey	convey ideas and information
	complex ideas and	clearly.
	information clearly and	e. Provide a concluding
	accurately through	statement or section related to
	the effective selection,	the information or
	organization, and analysis of	explanation presented.
	content.	

Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning, grade-appropriate spelling (e.g., words that follow patterns/rules), end punctuation and capitalization, variety of sentence types

cupitulization, variety of sentence types		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.r1 With guidance and	Production and Distribution	4.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, edit writing for clarity	W5. Develop and strengthen	adults, develop and
and meaning.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach.	_

Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WI.s1 With guidance and	Production and Distribution	4.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach.	
4.WI.s2 Produce a clear	Production and Distribution	4.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development and
specific task, purpose, or	coherent writing in which the	organization are appropriate
audience.	development, organization,	to task, purpose, and
	and style are appropriate to	audience.
	task, purpose, and audience.	

Progress Indicator: M.WI.a Independently locating information from two or more reference
sources (e.g., print, and non- print) to obtain factual information on a topic; listing/citing sources
using an established format

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.a1 Gather information	Research To Build and	5.W.8 Recall relevant
(e.g., highlight, quote, or	Present knowledge	information from experiences
paraphrase from source) from	W8. Gather relevant	or gather relevant information
print and/or digital sources	information from multiple	from print and digital
that are relevant to the topic.	print and digital sources,	sources; summarize or
	assess the credibility and	paraphrase information in
	accuracy of each source, and	notes and finished work and
	integrate the information	provide a list of sources.
	while avoiding plagiarism.	
5.WI.a2 Provide a list of	Research To Build and	5.W.8 Recall relevant
sources that contributed to the	Present knowledge	information from experiences
content within a writing	W8. Gather relevant	or gather relevant information
piece.	information from multiple	from print and digital
	print and digital sources,	sources; summarize or
	assess the credibility and	paraphrase information in
	accuracy of each source, and	notes and finished work and
	integrate the information	provide a list of sources.
	while avoiding plagiarism.	

Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.b1 With guidance and	Production and Distribution	5.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., determine the	writing as needed by	strengthen writing as needed
topic, gather information,	planning, revising, editing,	by planning, revising,
develop the topic, provide a	rewriting, or trying a new	editing, rewriting, or trying a
meaningful conclusion).	approach.	new approach.
5.WI.b2 Sort evidence	Research To Build and	4.W.8 Recall relevant
collected from print and/or	Present knowledge	information from experiences
digital sources into provided	W8. Gather relevant	or gather relevant information
categories.	information from multiple	from print and digital
	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	

5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research To Build and Present knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.c1 Provide an	Text Types and Purposes	5.W.2 Write
introduction that includes	W2. Write	informative/explanatory texts
context/background	informative/explanatory texts	to examine a topic and
information and establishes a	to examine and convey	convey ideas and
central idea or focus about a	complex ideas and	information clearly.
topic.	information clearly and	a. Introduce a topic clearly,
	accurately through the	provide a general observation
	effective selection,	and focus, and group related
	organization, and analysis of	information logically; include
	content.	formatting (e.g., headings),
		illustrations, and multimedia
		when useful to aiding
		comprehension.

vocabulary, examples, or quotations to support locus/controlling idea		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.d1 Support a topic with	Text Types and Purposes	5.W.2 Write
relevant facts, definitions,	W2. Write	informative/explanatory texts
concrete details, quotations,	informative/explanatory texts	to examine a topic and
or other information and	to examine and convey	convey ideas and
examples.	complex ideas and	information clearly.
	information clearly and	b. Develop the topic with
	accurately through	facts, definitions, concrete
	the effective selection,	details, quotations, or other
	organization, and analysis of	information and examples
	content.	related to the topic.
5.WI.d2 Use precise language	Text Types and Purposes	5.W.2 Write
and domain-specific	W2. Write	informative/explanatory texts
vocabulary to inform about or	informative/explanatory texts	to examine a topic and
explain the topic.	to examine and convey	convey ideas and
	complex ideas and	information clearly.
	information clearly and	d. Use precise language and
	accurately through the	domain-specific vocabulary
	effective selection,	to inform about or explain the
	organization, and analysis of	topic.
	content.	

Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea

Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.e1 Use transitional	Text Types and Purposes	5.W.2 Write
words, phrases, and clauses to	W2. Write	informative/explanatory texts
connect ideas and create	informative/explanatory texts	to examine a topic and
cohesion within writing.	to examine and convey	convey ideas and information
	complex ideas and	clearly.
	information clearly and	c. Link ideas within and
	accurately through the	across categories of
	effective selection,	information using words,
	organization, and analysis of	phrases, and clauses (e.g., in
	content.	contrast, especially).

captioned pictures, labeled diag	rams, charts) to enhance clarity a	and meaning
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.fl Include formatting	Text Types and Purposes	5.W.2 Write
(e.g., headings, bulleted	W2. Write	informative/explanatory texts
information), graphics (e.g.,	informative/explanatory texts	to examine a topic and
charts, tables), and	to examine and convey	convey ideas and
multimedia when appropriate	complex ideas and	information clearly.
to convey information about	information clearly and	a. Introduce a topic clearly,
the topic.	accurately through the	provide a general observation
	effective selection,	and focus, and group related
	organization, and analysis of	information logically; include
	content.	formatting (e.g., headings),
		illustrations, and multimedia
		when useful to aiding
		comprehension.

Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning

Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.g1 Provide a concluding	Text Types and Purposes	5.W.2 Write
statement or section to	W2. Write	informative/explanatory texts
summarize the information	informative/explanatory texts	to examine a topic and
presented.	to examine and convey	convey ideas and
-	complex ideas and	information clearly.
	information clearly and	f. Provide a concluding
	accurately through	statement or section related to
	the effective selection,	the information or
	organization, and analysis of	explanation presented.
	content.	

Progress Indicator: E.WI.h applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning, making judgments about accuracy of evidence and cohesion of text/visual/auditory components

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WI.h1 With guidance and	Production and Distribution	5.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach.
5.WI.h2 Produce a clear and	Production and Distribution	5.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development and
specific task (e.g., topic),	coherent writing in which the	organization are appropriate
purpose (e.g., to inform), or	development, organization,	to task, purpose, and
audience (e.g., reader).	and style are appropriate to	audience.
	task, purpose, and	
	audience.	

Progress Indicator: M.WI.a Independently locating information from two or more reference sources (e.g., print, and non- print) to obtain factual information on a topic; listing/citing sources using an established format

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.a1 Gather information	Research To Build and	6.W.8 Gather relevant
(e.g., highlight, quote, or	Present knowledge	information from multiple
paraphrase from source)	W8. Gather relevant	print and digital sources;
relevant to the topic from	information from multiple	assess the credibility of each
print and/or digital sources.	print and digital sources,	source; and quote or
	assess the credibility and	paraphrase the date and
	accuracy of each source, and	conclusions of others while
	integrate the information	avoiding plagiarism and
	while avoiding plagiarism.	providing basic bibliographic
		information for sources.
6.WI.a2 Quote or paraphrase	Research To Build and	6.W.8 Gather relevant
the data and conclusions of	Present knowledge	information from multiple
others in writing while	W8. Gather relevant	print and digital sources;
avoiding plagiarism.	information from multiple	assess the credibility of each
	print and digital sources,	source; and quote or
	assess the credibility and	paraphrase the date and conclusions of others while
	accuracy of each source, and	
	integrate the information while avoiding plagiarism.	avoiding plagiarism and providing basic bibliographic
	while avoiding plagfarish.	information for sources.
6.WI.a3 Provide a	Research To Build and	6.W.8 Gather relevant
bibliography for sources that	Present knowledge	information from multiple
contributed to the content	W8. Gather relevant	print and digital sources;
within a writing piece.	information from multiple	assess the credibility of each
within a writing piece.	print and digital sources,	source; and quote or
	assess the credibility and	paraphrase the date and
	accuracy of each source, and	conclusions of others while
	integrate the information	avoiding plagiarism and
	while avoiding plagiarism.	providing basic bibliographic
		information for sources.

problem/solution) related to topics/subtopics			
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard	
6.WI.b1 With guidance and	Production and Distribution	6.W.5 With some guidance	
support from peers and	of Writing	and support from peers and	
adults, develop a plan for	W5. Develop and strengthen	adults, develop and	
writing (e.g., determine the	writing as needed by	strengthen writing as needed	
topic, gather information,	planning, revising, editing,	by planning, revising, editing,	
develop the topic,	rewriting, or trying a new	rewriting, or trying a new	
provide a meaningful	approach.	approach.	
conclusion).			
6.WI.b2 Organize ideas,	Text Types and Purposes	6.W.2 Write	
concepts, and information	W2. Write	informative/explanatory texts	
(e.g., using definition,	informative/explanatory texts	to examine a topic and	
classification,	to examine and convey	convey ideas, concepts, and	
comparison/contrast,	complex ideas and	information through the	
cause/effect).	information clearly and	selection, organization, and	
	accurately through the	analysis of relevant content.	
	effective selection,	a. Introduce a topic; organize	
	organization, and analysis of	ideas, concepts, and	
	content.	information, using strategies	
		such as definition,	
		classification,	
		comparison/contrast,	
		cause/effect; include	
		formatting (e.g., headings),	
		graphics (e.g., charts, tables),	
		and multimedia when	
		useful to aiding	
		comprehension.	
6.WI.b3 Follow steps to	Research To Build and	6.W.7 Conduct short research	
complete a short research	Present knowledge	projects to answer a	
project (e.g., determine topic,	W7. Conduct short as well as	question, drawing on several	
locate information on a topic,	more sustained research	sources and refocusing the	
organize information related	projects based on focused	inquiry when appropriate.	
to the topic, draft a permanent	questions, demonstrating		
product).	understanding of the subject		
	under investigation		

Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics

Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.c1 Provide an	Text Types and Purposes	6.W.2 Write
introduction that includes	W2. Write	informative/explanatory texts
context/background	informative/explanatory texts	to examine a topic and
information to establish a	to examine and convey	convey ideas, concepts, and
central idea or focus about a	complex ideas and	information through the
topic.	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	a. Introduce a topic; organize
	organization, and analysis of	ideas, concepts, and
	content.	information, using strategies
		such as definition,
		classification,
		comparison/contrast,
		cause/effect; include
		formatting (e.g., headings),
		graphics (e.g., charts, tables),
		and multimedia when
		useful to aiding
		comprehension.

vocabulary, examples, or quotations to support focus/controlling idea		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.d1 Develop the topic	Text Types and Purposes	6.W.2 Write
(add additional information	W2. Write	informative/explanatory texts
related to the topic) with	informative/explanatory texts	to examine a topic and
relevant facts, definitions,	to examine and convey	convey ideas, concepts, and
concrete details, quotations,	complex ideas and	information through the
or other information and	information clearly and	selection, organization, and
examples.	accurately through the	analysis of relevant content.
	effective selection,	b. Develop the topic with
	organization, and analysis of	relevant facts, definitions,
	content.	concrete details, quotations,
		or other information and
		examples.
6.WI.d2 . Use precise	Text Types and Purposes	6.W.2 Write
language and domain-specific	W2. Write	informative/explanatory texts
vocabulary to inform about or	informative/explanatory texts	to examine a topic and
explain the topic.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	d. Use precise language and
	organization, and analysis of	domain- specific vocabulary
	content.	to inform about or explain the
		topic.

Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea

Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.e1 Use transitional	Text Types and Purposes	6.W.2 Write
words, phrases, and clauses to	W2. Write	informative/explanatory texts
connect ideas and create	informative/explanatory texts	to examine a topic and
cohesion within writing.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	c. Use appropriate transitions
	organization, and analysis of	to clarify the relationships
	content.	among ideas and concepts.

6.WI.e2 Maintain a consistent	Text Types and Purposes	6.W.2 Write
style and voice throughout	W2. Write	informative/explanatory texts
writing (e.g., third person for	informative/explanatory texts	to examine a topic and
formal style, accurate and	to examine and convey	convey ideas, concepts, and
efficient word choice,	complex ideas and	information through the
sentence fluency, and voice	information clearly and	selection, organization, and
should be active versus	accurately through the	analysis of relevant content.
passive).	effective selection,	e. Establish and maintain a
	organization, and analysis of	formal style.
	content.	

Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.fl Include formatting	Text Types and Purposes	6.W.2 Write
(e.g., headings, bulleted	W2. Write	informative/explanatory texts
information), graphics (e.g.,	informative/explanatory texts	to examine a topic and
charts, tables), and	to examine and convey	convey ideas, concepts, and
multimedia when useful to	complex ideas and	information through the
promote understanding.	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	a. Introduce a topic; organize
	organization, and analysis of	ideas, concepts, and
	content.	information, using strategies
		such as definition,
		classification,
		comparison/contrast,
		cause/effect; include
		formatting (e.g., headings),
		graphics (e.g., charts, tables),
		and multimedia when
		useful to aiding
		comprehension.

provides a sense of closure		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.g1 Provide a concluding	Text Types and Purposes	6.W.2 Write
statement or section that	W2. Write	informative/explanatory texts
follows from and summarizes	informative/explanatory texts	to examine a topic and
the information presented.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	f. Provide a concluding
	organization, and analysis of	statement or section that
	content.	follows from the information
		or explanation presented.

Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure

Progress Indicator: E.WI.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning, making judgments about accuracy of evidence and cohesion of text/visual/auditory components

judgments about decuracy of evidence and concern of text visual additory components		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WI.h1 With guidance and	Production and Distribution	6.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing as	W5. Develop and strengthen	adults, develop and
needed by revising and	writing as needed by	strengthen writing as needed
editing.	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach.
6.WI.h2 Produce a clear	Production and Distribution	6.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task (e.g., topic),	coherent writing in which the	and style are appropriate to
purpose (e.g., to inform), and	development, organization,	task, purpose, and audience.
audience (e.g., reader).	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.i1 List Internet search	Research To Build and	7.W.8 Gather relevant
terms for a topic of study.	Present knowledge	information from multiple
1 5	W8. Gather relevant	print and digital sources,
	information from multiple	using search terms
	print and digital sources,	effectively; assess the
	assess the credibility and	credibility and accuracy of
	accuracy of each source, and	each source; and quote or
	integrate the information	paraphrase the data and
	while avoiding plagiarism.	conclusions of others while
		avoiding plagiarism and
		following a standard format
		for citation.
7.WI.i2 Gather information	Research To Build and	7.W.8 Gather relevant
(e.g., highlight, quote, or	Present knowledge	information from multiple
paraphrase from source)	W8. Gather relevant	print and digital sources,
relevant to the topic or text	information from multiple	using search terms
from print and/or digital	print and digital sources,	effectively; assess the
sources.	assess the credibility and	credibility and accuracy of
	accuracy of each source, and	each source; and quote or
	integrate the information	paraphrase the data and
	while avoiding plagiarism.	conclusions of others while
		avoiding plagiarism and
		following a standard format for citation.
7.WI.i3 Quote or paraphrase	Research To Build and	7.W.8 Gather relevant
the data and conclusions of	Present knowledge	information from multiple
others in writing while	W8. Gather relevant	print and digital sources,
avoiding plagiarism.	information from multiple	using search terms
	print and digital sources,	effectively; assess the
	assess the credibility and	credibility and accuracy of
	accuracy of each source, and	each source; and quote or
	integrate the information	paraphrase the data and
	while avoiding plagiarism.	conclusions of others while
	0 r0	avoiding plagiarism and
		following a standard format
		for citation.

7.WI.i4 Use a standard	Research To Build and	7.W.8 Gather relevant
format to produce citations.	Present knowledge	information from multiple
	W8. Gather relevant	print and digital sources,
	information from multiple	using search terms
	print and digital sources,	effectively; assess the
	assess the credibility and	credibility and accuracy of
	accuracy of each source, and	each source; and quote or
	integrate the information	paraphrase the data and
	while avoiding plagiarism.	conclusions of others while
		avoiding plagiarism and
		following a standard format
		for citation.
7.WI.i5 Follow steps to	Research To Build and	7.W.7 Conduct short research
complete a short research	Present knowledge	projects to answer a question,
project (e.g., determine topic,	W7. Conduct short as well as	drawing on several sources
locate information on a topic,	more sustained research	and generating additional
organize information related	projects based on focused	related, focused questions for
to the topic, draft a permanent	questions, demonstrating	further research and
product).	understanding of the subject	investigation.
	under investigation.	

Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.j1 With guidance and	Production and Distribution	7.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., determine the	writing as needed by	strengthen writing as needed
topic, gather information,	planning, revising, editing,	by planning, revising, editing,
develop the topic, and	rewriting, or trying a new	rewriting, or trying a new
provide a meaningful	approach.	approach focusing on how
conclusion) focused on a		well purpose and audience
specific purpose and		have been addressed.
audience.		

7.WI.j2 Organize ideas,	Text Types and Purposes	7.W.2 Write
concepts, and information	W2. Write	informative/explanatory texts
(using definition,	informative/explanatory texts	to examine a topic and
classification,	to examine and convey	convey ideas, concepts, and
comparison/contrast, and	complex ideas and	information through the
cause/effect).	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	a. Introduce a topic clearly,
	organization, and analysis of	previewing what is to follow;
	content.	organize ideas, concepts, and
		information, using strategies
		such as definition,
		classification,
		comparison/contrast, and
		cause/effect; include
		formatting (e.g., headings),
		graphics (e.g., charts, tables),
		and multimedia when useful
		to aiding comprehension.
7.WI.j3 Introduce a topic	Text Types and Purposes	7.W.2 Write
clearly, previewing	W2. Write	informative/explanatory texts
information to follow and	informative/explanatory texts	to examine a topic and
summarizing stated focus.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through	analysis of relevant content.
	the effective selection,	a. Introduce a topic clearly,
	organization, and analysis of	previewing what is to follow;
	content.	organize ideas, concepts, and
		information, using strategies
		such as definition,
		classification,
		comparison/contrast, and
		cause/effect; include
		formatting (e.g., headings),
		graphics (e.g., charts, tables),
		and multimedia when useful
		to aiding comprehension.

Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.k1 Use transitional	Text Types and Purposes	7.W.2 Write
words, phrases, and clauses to	W2. Write	informative/explanatory texts
connect ideas and to create	informative/explanatory texts	to examine a topic and
cohesion within writing.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	c. Use appropriate transitions
	organization, and analysis of	to create cohesion and clarify
	content.	the relationships among ideas
		and concepts.

Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.11 Use precise language	Text Types and Purposes	7.W.2 Write
and domain-specific	W2. Write	informative/explanatory texts
vocabulary to inform about or	informative/explanatory texts	to examine a topic and
explain the topic.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	d. Use precise language and
	organization, and analysis of	domain- specific vocabulary
	content.	to inform about or explain the
		topic.
7.WI.12 Maintain a consistent	Text Types and Purposes	7.W.2 Write
style and voice throughout	W2. Write	informative/explanatory texts
writing (e.g., third person for	informative/explanatory texts	to examine a topic and
formal style, accurate and	to examine and convey	convey ideas, concepts, and
efficient word choice,	complex ideas and	information through the
sentence fluency, and voice	information clearly and	selection, organization, and
should be active versus	accurately through	analysis of relevant content.
passive).	the effective selection,	e. Establish and maintain a
	organization, and analysis of	formal style.
	content.	

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Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea

7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7WI.n1 Provide a concluding	Text Types and Purposes	7.W.2 Write
statement or section that	W2. Write	informative/explanatory texts
follows from and supports the	informative/explanatory texts	to examine a topic and
information presented.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	f. Provide a concluding
	organization, and analysis of	statement or section that
	content.	follows from and supports the
		information or explanation
		presented.

Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning, making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WI.o1 Produce a clear	Production and Distribution	7.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task (e.g., topic),	coherent writing in which the	and style are appropriate to
purpose (e.g., to inform), and	development, organization,	task, purpose, and audience.
audience (e.g., reader).	and style are appropriate to	
	task, purpose, and audience.	
7.WI.o2 With guidance and	Production and Distribution	7.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach, focusing on how
		well purpose and audience
		have been addressed.

Grade 8

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format

insting them using an established		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.i1 Gather information	Research To Build and	8.W.8 Gather relevant
(e.g., highlight, quote, or	Present knowledge	information from multiple
paraphrase from source)	W8. Gather relevant	print and digital sources,
relevant to the topic from	information from multiple	using search terms
print and/or digital sources.	print and digital sources,	effectively; assess the
	assess the credibility and	credibility and accuracy of
	accuracy of each source, and	each source; and quote or
	integrate the information	paraphrase the data and
	while avoiding plagiarism.	conclusions of others while
		avoiding plagiarism and
		following a standard format
		for citation.
8.WI.i2 Quote or paraphrase	Research To Build and	8.W.8 Gather relevant
the data and conclusions of	Present knowledge	information from multiple
others in writing while	W8. Gather relevant	print and digital sources,
avoiding plagiarism.	information from multiple	using search terms
	print and digital sources,	effectively; assess the
	assess the credibility and	credibility and accuracy of
	accuracy of each source, and	each source; and quote or
	integrate the information	paraphrase the data and
	while avoiding plagiarism.	conclusions of others while
		avoiding plagiarism and
		following a standard format
		for citation.
8.WI.i3 Use a standard	Research To Build and	8.W.8 Gather relevant
format to produce citations.	Present knowledge	information from multiple
	W8. Gather relevant	print and digital sources,
	information from multiple	using search terms
	print and digital sources,	effectively; assess the
	assess the credibility and	credibility and accuracy of
	accuracy of each source, and	each source; and quote or
	integrate the information	paraphrase the data and
	while avoiding plagiarism.	conclusions of others while
		avoiding plagiarism and
		following a standard format
		for citation.

8.WI.i4 Follow steps to	Research To Build and	8.W.7 Conduct short research
complete a short research	Present knowledge	projects to answer a question
project (e.g., determine topic,	W7. Conduct short as well as	(including a self- generated
locate information on a topic,	more sustained research	question), drawing on several
organize information related	projects based on focused	sources and generating
to the topic, draft a permanent	questions, demonstrating	additional related, focused
product).	understanding of the subject	questions that allow for
	under investigation.	multiple avenues of
		exploration.

Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.j1 With guidance and	Production and Distribution	8.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., determine the	writing as needed by	strengthen writing as needed
topic, gather information,	planning, revising, editing,	by planning, revising, editing,
develop the topic, provide a	rewriting, or trying a new	rewriting, or trying a new
meaningful conclusion)	approach.	approach focusing on how
focused on a specific purpose		well purpose and audience
and audience.		have been addressed.
8.WI.j2 Create an	Text Types and Purposes	8.W.2 Write
organizational structure for	W2. Write	informative/explanatory texts
writing that groups	informative/explanatory texts	to examine a topic and
information logically (e.g.,	to examine and convey	convey ideas, concepts, and
cause/effect,	complex ideas and	information through the
compare/contrast,	information clearly and	selection, organization, and
descriptions, and examples)	accurately through the	analysis of relevant content.
to support paragraph focus.	effective selection,	a. Introduce a topic clearly,
	organization, and analysis of	previewing what is to follow;
	content.	organize ideas, concepts, and
		information into broader
		categories; include formatting
		(e.g., headings), graphics
		(e.g., charts, tables), and
		multimedia when useful to
		aiding comprehension.

8.WI.j3 Provide a clear	Text Types and Purposes	8.W.2 Write
introduction, previewing	W2. Write	informative/explanatory texts
information to follow and	informative/explanatory texts	to examine a topic and
summarizing stated focus.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	a. Introduce a topic clearly,
	organization, and analysis of	previewing what is to follow;
	content.	organize ideas, concepts, and
		information into broader
		categories; include formatting
		(e.g., headings), graphics
		(e.g., charts, tables), and
		multimedia when useful to
		aiding comprehension.

Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.k1 Use transitional	Text Types and Purposes	8.W.2 Write
words, phrases, and clauses to	W2. Write	informative/explanatory texts
connect ideas and to create	informative/explanatory texts	to examine a topic and
cohesion within writing.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	c. Use appropriate and varied
	organization, and analysis of	transitions to create cohesion
	content.	and clarify the relationships
		among ideas and concepts.

and maintaining a knowledgeable stance and consistent (formal) style and voice		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.11 Use precise language	Text Types and Purposes	8.W.2 Write
and domain-specific	W2. Write	informative/explanatory texts
vocabulary to inform about or	informative/explanatory texts	to examine a topic and
explain the topic.	to examine and convey	convey ideas, concepts, and
	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	d. Use precise language and
	organization, and analysis of	domain- specific vocabulary
	content.	to inform about or explain the
		topic.
8.WI.12 Maintain a consistent	Text Types and Purposes	8.W.2 Write
style and voice throughout	W2. Write	informative/explanatory texts
writing (e.g., third person for	informative/explanatory texts	to examine a topic and
formal style, accurate and	to examine and convey	convey ideas, concepts, and
efficient word choice,	complex ideas and	information through the
sentence fluency, and voice	information clearly and	selection, organization, and
should be active versus	accurately through the	analysis of relevant content.
passive).	effective selection,	e. Establish and maintain a
	organization, and	formal style.
	analysis of content.	

Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice

Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.m1 Develop the topic	Text Types and Purposes	8.W.2 Write
(e.g., add additional	W2. Write	informative/explanatory texts
information related to the	informative/explanatory texts	to examine a topic and
topic) with relevant well-	to examine and convey	convey ideas, concepts, and
chosen facts, definitions,	complex ideas and	information through the
concrete details, quotations,	information clearly and	selection, organization, and
or other information and	accurately through the	analysis of relevant content.
examples.	effective selection,	b. Develop the topic with
	organization, and analysis of	relevant, well- chosen facts,
	content.	definitions, concrete details,
		quotations, or other
		information and
		examples.

8.WI.m2 Present claims and	Presentation of Knowledge	8.SL.4 Present claims and
	e	
findings, emphasizing salient	and Ideas	findings, emphasizing salient
points in a coherent manner	SL4. Present information,	points in a focused, coherent
with relevant evidence.	findings, and supporting	manner with relevant
	evidence such that listeners	evidence, sound valid
	can follow the line of	reasoning, and well-chosen
	reasoning and the	details; use appropriate eye
	organization, development,	contact, adequate volume,
	and style are appropriate to	and clear pronunciation.
	task, purpose, and audience.	8.W.2 Write
	Text Types and Purposes	informative/explanatory texts
	W2. Write	to examine a topic and
	informative/explanatory texts	convey ideas, concepts, and
	to examine and convey	information through the
	complex ideas and	selection, organization, and
	information clearly and	analysis of relevant content.
	accurately through the	-
	effective selection,	
	organization, and	
	analysis of content.	

Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis

Sammarizing Rey points that mi		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8WI.n1 Provide a concluding	Text Types and Purposes	8.W.2 Write
statement or section that	W2. Write	informative/explanatory texts
follows from and supports the	informative/explanatory texts	to examine a topic and
information or explanation	to examine and convey	convey ideas, concepts, and
presented.	complex ideas and	information through the
	information clearly and	selection, organization, and
	accurately through the	analysis of relevant content.
	effective selection,	f. Provide a concluding
	organization, and analysis of	statement or section that
	content.	follows from and supports the
		information or explanation
		presented.

Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning, making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WI.o1 Produce a clear and	Production and Distribution	8.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task (e.g., topic),	coherent writing in which the	and style are appropriate to
purpose (e.g., to inform), and	development, organization,	task, purpose, and audience.
audience (e.g., reader).	and style are appropriate to	
	task, purpose, and audience.	
8.WI.o2 With guidance and	Production and Distribution	8.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach, focusing on how
		well purpose and audience
		have been addressed.
8.WI.o3 Report on a topic	Presentation of Knowledge	8.SL.4 Present claims and
with a logical sequence of	and Ideas	findings, emphasizing salient
ideas, appropriate facts, and	SL4. Present information,	points in a focused, coherent
relevant, descriptive details	findings, and supporting	manner with relevant
which support the main ideas.	evidence such that listeners	evidence, sound valid
	can follow the line of	reasoning, and well-chosen
	reasoning and the	details; use appropriate eye
	organization, development,	contact, adequate volume,
	and style are appropriate to	and clear pronunciation.
	task, purpose, and audience.	8.W.2 Write
	Text Types and Purposes	informative/explanatory texts
	W2. Write	to examine a topic and
	informative/explanatory texts	convey ideas, concepts, and
	to examine and convey	information through the
	complex ideas and	selection, organization, and
	information clearly and	analysis of relevant content.
	accurately through the	
	effective selection,	
	organization, and	
	analysis of content.	

Grades 9-10

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue

Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
10 910.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
910.WI.a3 Use a standard format to produce citations.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

910.WI.a4 Follow steps to	Research To Build and	9-10.W.7 Conduct short as
complete a short or sustained	Present knowledge	well as more sustained
research project to build	W7. Conduct short as well as	research projects to answer a
knowledge on a topic or text,	more sustained research	question (e.g., including a
answer a question, and/or	projects based on focused	self-generated question) or
solve a problem (e.g.,	questions, demonstrating	solve a problem; narrow or
determine topic, locate	understanding of the subject	broaden the inquiry when
information on a topic,	under investigation.	appropriate; synthesize
organize information related		multiple sources on the
to the topic, draft a permanent		subject, demonstrating
product).		understanding of the subject
		under investigation.

Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis

CCSS Anchor Standards	Common Core State Standard
Production and Distribution	9.10.W.5 Develop and
of Writing	strengthen writing as needed
W5. Develop and strengthen	by planning, revising, editing,
writing as needed by	rewriting, or trying a new
planning, revising, editing,	approach, focusing on
	addressing what is most
approach.	significant for a specific
	purpose and audience.
Text Types and Purposes	9.10.W.2 Write
W2. Write	informative/explanatory texts
informative/explanatory texts	to examine and convey
to examine and convey	complex ideas, concepts, and
complex ideas and	information clearly and
-	accurately through the
	effective selection,
effective selection,	organization, and analysis of
organization, and analysis of	content.
content.	a. Introduce a topic; organize
	complex ideas, concepts, and
	information to make
	important connections and
	distinctions; include
	formatting (e.g., headings),
	graphics (e.g., figures,
	tables), and multimedia when
	useful to aiding
	comprehension.
	W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of

910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	 9.10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	 9.10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text

Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WI.c1 Use transitional	Text Types and Purposes	9.10.W.2 Write
words, phrases, and clauses	W2. Write	informative/explanatory texts
that connect ideas and create	informative/explanatory texts	to examine and convey
cohesion within writing.	to examine and convey	complex ideas, concepts, and
	complex ideas and	information clearly and
	information clearly and	accurately through the
	accurately through the	effective selection,
	effective selection,	organization, and analysis of
	organization, and analysis of	content.
	content.	c. Use appropriate and varied
		transitions to link the major
		sections of the text, create
		cohesion, and clarify the
		relationships among complex
		ideas and concepts.

Progress Indicator: H.WI.d including precise and descriptive language, specialized domainspecific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone

Core Content Connectors: 9- 10	CCSS Anchor Standards	Common Core State Standard
910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	 9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language and domain- specific vocabulary to manage the complexity of the topic.
910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented

nows nom ideas presented		
Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WI.e1 Provide a	Text Types and Purposes	9-10.W.2 Write
concluding statement or	W2. Write	informative/explanatory texts
section that follows from and	informative/explanatory texts	to examine and convey
supports the information or	to examine and convey	complex ideas, concepts, and
explanation presented.	complex ideas and	information clearly and
	information clearly and	accurately through the
	accurately through the	effective selection,
	effective selection,	organization, and analysis of
	organization, and analysis of	content.
	content.	f. Provide a concluding
		statement or section that
		follows from and supports the
		information or explanation
		presented (e.g., articulating
		implications or the
		significance
		of the topic).

Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning, making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone, and voice

Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WI.fl Produce a clear	Production and Distribution	9-10.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task (e.g., topic),	coherent writing in which the	and style are appropriate to
purpose (e.g., to inform), and	development, organization,	task, purpose, and audience.
audience (e.g., reader).	and style are appropriate to	
	task, purpose, and audience.	
910.WI.f2 Strengthen writing	Production and Distribution	9-10.W.5 Develop and
by revising and editing.	of Writing	strengthen writing as needed
	W5. Develop and strengthen	by planning, revising, editing,
	writing as needed by	rewriting, or trying a new
	planning, revising, editing,	approach, focusing on
	rewriting, or trying a new	addressing what is most
	approach.	significant for a specific
		purpose and audience.
910.WI.f3 Report on a topic,	Presentation of Knowledge	9-10.SL.4 Present
using a logical sequence of	and Ideas	information, findings, and
ideas, appropriate facts and	SL4. Present information,	supporting evidence clearly,
relevant, descriptive details	findings, and supporting	concisely, and logically such
which support the main ideas.	evidence such that listeners	that listeners can follow the
	can follow the line of	line of reasoning and the
	reasoning and the	organization, development,
	organization, development,	substance, and style are
	and style are appropriate to	appropriate to purpose,
	task, purpose, and audience	audience, and task.
	Text Types and Purposes	9-10.W.2 Write
	W2. Write	informative/explanatory texts
	informative/explanatory texts	to examine and convey
	to examine and convey	complex ideas, concepts, and
	complex ideas and	information clearly and
	information clearly and	accurately through the
	accurately through the effective selection,	effective selection,
	organization, and	organization, and analysis of content.
	analysis of content.	content.
	analysis of content.	

Grades 11-12

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (e.g., print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue

Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12 1112.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

1112.WI.a3 Use a standard	Research To Build and	11-12.W.8 Gather relevant
format to produce citations.	Present knowledge	information from multiple
-	W8. Gather relevant	authoritative print and digital
	information from multiple	sources, using advanced
	print and digital sources,	search terms effectively;
	assess the credibility and	assess the strengths and
	accuracy of each source, and	limitations of each source in
	integrate the information	terms of the task, purpose,
	while avoiding plagiarism.	and audience; integrate
		information into the text
		selectively to maintain the
		flow of ideas, avoiding
		plagiarism and following a
		standard format for citation.
1112.WI.a4 Follow steps to	Research To Build and	11-12.W.7 Conduct short as
complete a short or sustained	Present knowledge	well as more sustained
research project to build	W7. Conduct short as well as	research projects to answer a
knowledge on a topic or text,	more sustained research	question (e.g., including a
answer a question and/or	projects based on focused	self-generated question) or
solve a problem (e.g.,	questions, demonstrating	solve a problem; narrow or
determine topic, locate	understanding of the subject	broaden the inquiry when
information on a topic,	under investigation.	appropriate; synthesize
organize information related		multiple sources on the
to the topic, draft a permanent		subject, demonstrating
product).		understanding of the subject
		under investigation.

Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis

Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WI.b1 Develop a plan	Production and Distribution	11.12.W.5 Develop and
for writing (e.g., determine	of Writing	strengthen writing as needed
the topic, gather information,	W5. Develop and strengthen	by planning, revising, editing,
develop the topic, provide a	writing as needed by	rewriting, or trying a new
meaningful conclusion)	planning, revising, editing,	approach, focusing on
focused on a specific purpose	rewriting, or trying a new	addressing what is most
and audience.	approach.	significant for a specific
		purpose and audience.
1112.WI.b2 Create an	Text Types and Purposes	11-12.W.2 Write
organizational structure for	W2. Write	informative/explanatory texts
writing that groups	informative/explanatory texts	to examine and convey
information logically (e.g.,	to examine and convey	complex ideas, concepts, and
cause/effect,	complex ideas and	information clearly and
compare/contrast,	information clearly and	accurately through the
descriptions, and examples)	accurately through the	effective selection,
to support paragraph focus.	effective selection,	organization, and analysis of
	organization, and analysis of	content.
	content.	a. Introduce a topic; organize
		complex ideas, concepts, and
		information so that each new
		element builds on that which
		precedes it to create a unified
		whole; include formatting
		(e.g., headings), graphics
		(e.g., figures, tables), and
		multimedia when useful to
		aiding comprehension.

1112.WI.b3 Provide a clear	Text Types and Purposes	11-12.W.2 Write
introduction, previewing	W2. Write	informative/explanatory texts
information to follow and	informative/explanatory texts	to examine and convey
summarizing stated focus.	to examine and convey	complex ideas, concepts, and
Summarizing Stated Toeds.	complex ideas and	information clearly and
	information clearly and	accurately through the
	accurately through the	effective selection,
	effective selection,	organization, and analysis of
	organization, and analysis of	content.
	content.	a. Introduce a topic; organize
		complex ideas, concepts, and
		information so that each new
		element builds on that which
		precedes it to create a unified
		whole; include formatting
		(e.g., headings), graphics
		(e.g., figures, tables), and
		multimedia when useful to
		aiding comprehension.
1112.WI.b4 Provide the facts,	Text Types and Purposes	11-12.W.2 Write
extended definitions, concrete	W2. Write	informative/explanatory texts
details, quotations, or other	informative/explanatory texts	to examine and convey
information and examples	to examine and convey	complex ideas, concepts, and
that are most relevant to the	complex ideas and	information clearly and
focus and appropriate for the	information clearly and	accurately through the
audience.	accurately through the	effective selection,
	effective selection,	organization, and analysis of
	organization, and analysis of	content.
	content.	b. Develop the topic
		thoroughly by selecting the
		most significant and relevant
		facts, extended definitions,
		concrete details, quotations,
		or other information and
		examples appropriate to the
		audience's knowledge of the
		topic.

Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text

Core Content Connectors: 11-	5	Common Core State Standard
Core Content Connectors: 11- 12 1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	5	Common Core State Standard 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied
		transitions and syntax to link the major sections of the text,
		create cohesion, and clarify the relationships among
		complex ideas and concepts.

Progress Indicator: H.WI.d including precise and descriptive language, specialized domainspecific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone

Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WI.d1 Use precise	Text Types and Purposes	11-12.W.2 Write
language, and domain-	W2. Write	informative/explanatory texts
specific vocabulary to	informative/explanatory texts	to examine and convey
manage the complexity of the	to examine and convey	complex ideas, concepts, and
topic.	complex ideas and	information clearly and
	information clearly and	accurately through the
	accurately through the	effective selection,
	effective selection,	organization, and analysis of
	organization, and analysis of	content.
	content.	d. Use precise language,
		domain-specific vocabulary,
		and techniques such as
		metaphor, simile, and analogy
		to manage the complexity of
		the topic.

1112.WI.d2 Maintain a	Text Types and Purposes	11-12.W.2 Write
consistent style and voice	W2. Write	informative/explanatory texts
throughout writing (e.g., third	informative/explanatory texts	to examine and convey
person for formal style,	to examine and convey	complex ideas, concepts, and
accurate and efficient word	complex ideas and	information clearly and
choice, sentence fluency, and	information clearly and	accurately through the
voice should be active versus	accurately through the	effective selection,
passive).	effective selection,	organization, and analysis of
	organization, and analysis of	content.
	content.	e. Establish and maintain a
		formal style and objective
		tone while attending to the
		norms and conventions of the
		discipline in which they are
		writing.

Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented

nows nom neas presented		
Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WI.e1 Provide a	Text Types and Purposes	11-12.W.2 Write
concluding statement or	W2. Write	informative/explanatory texts
section that follows from and	informative/explanatory texts	to examine and convey
supports the information or	to examine and convey	complex ideas, concepts, and
explanation presented.	complex ideas and	information clearly and
	information clearly and	accurately through the
	accurately through the	effective selection,
	effective selection,	organization, and analysis of
	organization, and	content.
	analysis of content.	f. Provides a concluding
		statement or section that
		follows from the information
		or explanation presented.

Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning, making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone, and voice

Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WI.f1 Produce a clear	Production and Distribution	11-12.W.4 Produce clear and
and coherent permanent	of Writing	coherent writing in which the
product that is appropriate to	W4. Produce clear and	development, organization,
the specific task (e.g., topic),	coherent writing in which the	and style are appropriate to
purpose (e.g., to inform), and	development, organization,	task, purpose, and audience.
audience (e.g., reader).	and style are appropriate to	
	task, purpose, and audience.	
1112.WI.f2 Strengthen	Production and Distribution	11-12.W.5 Develop and
writing by revising and	of Writing	strengthen writing as needed
editing.	W5. Develop and strengthen	by planning, revising, editing,
	writing as needed by	rewriting, or trying a new
	planning, revising, editing,	approach, focusing on
	rewriting, or trying a new	addressing what is most
	approach.	significant for a specific
		purpose and audience.

1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,	11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and
	W2. Write informative/explanatory texts to examine and convey	audience, and a range of formal and informal tasks. 11-12.W.2 Write
	complex ideas and information clearly and	informative/explanatory texts to examine and convey
	effective selection, organization, and analysis of content.	information clearly and accurately through the effective selection, organization, and analysis of
		content. f. Provides a concluding
		statement or section that follows from the information or explanation presented.

Core Content Connectors: Writing Literary Text

MSAA Instructional Resource Guide, Revised November 2021 from the NCSC contents developed as part of the National Center and State Collaborative under a grant from the US Department

Grade K

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WL.a1 Use a combination	Text Types and Purposes	K.W.3 Use a combination of
of drawing, dictating, and	W3. Write narratives to	drawing, dictating, and
writing when generating story	develop real or imagined	writing to narrate a single
ideas in response to a topic,	experiences or events using	event or several loosely
text, or stimulus (e.g., event,	effective technique, well-	linked events, tell about the
photo, text, daily writing log).	chosen details, and well-	events in the order in which
	structured event sequences.	they occurred, and provide a
		reaction to what happened.
K.WL.a2 With guidance and	To Build and Present	K.W.8 With guidance and
support from adults, recall	Knowledge	support from adults, recall
information from experiences	W8. Gather relevant	information from experiences
to answer a question.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
K.WL.a3 Describe familiar	while avoiding plagiarism.	K.SL.4 Describe familiar
_	Presentation of Knowledge and Ideas	
people, places, things, and/or		people, places, things, and
events orally or in writing.	SL.4 Present information, findings, and supporting	events, and with prompting and support, provide
	evidence such that listeners	additional details.
	can follow the line of	additional details.
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	
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personal/intagined experience		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WL.b1 With prompting	Presentation of Knowledge	K.SL.4 Describe familiar
and support, provide	and Ideas	people, places, things, and
additional details to the	SL.4 Present information,	events, and with prompting
description or drawings of	findings, and supporting	and support, provide
familiar people, places,	evidence such that listeners	additional details.
things, and/or events.	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience

Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), and simple sentences; 'reading back' what they have written

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WL.c1 Describe a single	Text Types and Purposes	K.W.3 Use a combination of
event or a series of events	W3. Write narratives to	drawing, dictating, and
using drawings or simple	develop real or imagined	writing to narrate a single
sentences.	experiences or events using	event or several loosely
	effective technique, well-	linked events, tell about the
	chosen details, and well-	events in the order in which
	structured event sequences.	they occurred, and provide a
	Presentation of Knowledge	reaction to what happened.
	and Ideas	K.SL.4 Describe familiar
	SL.4 Present information,	people, places, things, and
	findings, and supporting	events, and with prompting
	evidence such that listeners	and support, provide
	can follow the line of	additional details.
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WL.d logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WL.d1 Write, dictate, or	Text Types and Purposes	K.W.3 Use a combination of
draw about an event in the	W3. Write narratives to	drawing, dictating, and
order in which it occurred.	develop real or imagined	writing to narrate a single
	experiences or events using	event or several loosely
	effective technique, well-	linked events, tell about the
	chosen details, and well-	events in the order in which
	structured event sequences.	they occurred, and provide a
		reaction to what happened.

Progress Indicator: E.WL.e writing about a situation; describing characters by what they do, say, and think and what others say about them

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at Kindergarten	PI at Kindergarten	PI at Kindergarten

Progress Indicator: E.WL.f organizing texts with title and focus (introduce who, what, why) and connecting problem-solution

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at Kindergarten	PI at Kindergarten	PI at Kindergarten

Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WL.g1 With guidance and	Production and Distribution	K.W.5 With guidance and
support, use feedback to	of Writing	support from adults, respond
strengthen narrative writing	W5. Develop and strengthen	to questions and suggestions
(e.g., elaborate on story	writing as needed by	from peers, and add details
elements).	planning, revising, editing,	to strengthen writing as
	rewriting, or trying a new	needed.
	approach.	

Grade 1

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WL.a1 Generate ideas	Research To Build and	1.W.7 Participate in shared
and/or opinions when	Present knowledge	research and writing projects
participating in shared writing	W7. Conduct short as well as	(e.g., explore several "how-
projects.	more sustained research	to" books on a given topic
	projects based on focused	and use them to write a
	questions, demonstrating	sequence of instructions).
	understanding of the subject	
	under investigation.	
1.WL.a2 With guidance and	To Build and Present	1.W.8 With guidance and
support, recall information	Knowledge	support from adults, recall
from experiences to answer a	W8. Gather relevant	information from experiences
question orally or in writing.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
1.WL.a3 Describe ideas about	Presentation of Knowledge	1.SL.4 Describe people,
familiar people, places,	and Ideas	places, things, and events
things, and/or events with	SL.4 Present information,	with relevant details,
details orally or in writing.	findings, and supporting	expressing ideas and feelings
	evidence such that listeners	clearly.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience

personal/innagined experience		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WL.b1. Describe people,	Presentation of Knowledge	1.SL.4 Describe people,
places, things, and/or events	and Ideas	places, things, and events
with relevant details.	SL.4 Present information,	with relevant details,
	findings, and supporting	expressing ideas and feelings
	evidence such that listeners	clearly.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

nouns, names), and simple sente	nces; reading back what they h	
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WL.c1 Describe orally or in	Text Types and Purposes	1.W.3 Write narratives in
writing a single event or a	W3. Write narratives to	which they recount two or
series of events that includes	develop real or imagined	more appropriately sequenced
details about what happened.	experiences or events using	events, include some details
	effective technique, well-	regarding what happened, use
	chosen details, and well-	temporal words to signal
	structured event sequences.	event order, and provide
	Presentation of Knowledge	some sense of closure.
	and Ideas	1.SL.4 Describe people,
	SL.4 Present information,	places, things, and events
	findings, and supporting	with relevant details,
	evidence such that listeners	expressing ideas and feelings
	can follow the line of	clearly.
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WL.c telling a story/event using drawings with details, written words (e.g., nouns, names), and simple sentences; 'reading back' what they have written

Progress Indicator: E.WLd logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WL.d1 When appropriate,	Text Types and Purposes	1.W.3 Write narratives in
write about a series of events	W3. Write narratives to	which they recount two or
in the order in which they	develop real or imagined	more appropriately sequenced
occurred using signal words	experiences or events using	events, include some details
(e.g., first, then, next).	effective technique, well-	regarding what happened, use
	chosen details, and well-	temporal words to signal
	structured event sequences.	event order and provide some
		sense of closure.
1.WL.d2 Write a narrative	Text Types and Purposes	1.W.3 Write narratives in
that includes a sense of	W3. Write narratives to	which they recount two or
closure.	develop real or imagined	more appropriately sequenced
	experiences or events using	events, include some details
	effective technique, well-	regarding what happened, use
	chosen details, and well-	temporal words to signal
	structured event sequences.	event order and provide some
		sense of closure.

Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at grade 1	PI at grade 1	PI at grade 1

Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) and connecting problem- solution

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WL.f1 Provide a title for	Text Types and Purposes	1.W.3. Write narratives in
writing that tells the central	W3. Write narratives to	which they recount two or
idea or focus.	develop real or imagined	more appropriately sequenced
	experiences or events using	events, include some details
	effective technique, well-	regarding what happened, use
	chosen details, and well-	temporal words to signal
	structured event sequences.	event order, and provide
		some sense of closure.

Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WL.g1 With guidance and	Production and Distribution	1.W.5 With guidance and
support, use feedback (e.g.,	of Writing	support from adults, focus on
elaborate on story elements)	W5. Develop and strengthen	a topic, respond to questions
to strengthen narrative	writing as needed by	and suggestions from peers,
writing.	planning, revising, editing,	and add details to strengthen
	rewriting, or trying a new	writing as needed.
	approach.	

Grade 2

Progress Indicator: E.WL.a generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WL.a1 Generate ideas and	Research To Build and	1.W.7 Participate in shared
or opinions when	Present knowledge	research and writing projects
participating in shared writing	W7. Conduct short as well as	(e.g., explore several "how-
projects.	more sustained research	to" books on a given topic
	projects based on focused	and use them to write a
	questions, demonstrating	sequence of instructions).
	understanding of the subject	
	under investigation.	
2.WL.a2 Recall information	Research To Build and	2.W.8 Recall information
from experiences to answer a	Present knowledge	from experiences or gather
question.	W8. Gather relevant	information from provided
	information from multiple	sources to answer a question.
	print and digital sources,	
	assess the credibility and	
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
2.WL.a3 Describe ideas about	Presentation of Knowledge	2.SL.4 Tell a story or recount
familiar people, places,	and Ideas	an experience with
things, and/or events.	SL.4 Present information,	appropriate facts and
	findings, and supporting	relevant, descriptive details,
	evidence such that listeners	speaking audibly in coherent
	can follow the line of	sentences.
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience

personal/infagined experience		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WL.b1 Share a story or	Presentation of Knowledge	2.SL.4 Tell a story or recount
recount an experience with	and Ideas	an experience with
appropriate facts and	SL.4 Present information,	appropriate facts and
relevant, descriptive details.	findings, and supporting	relevant, descriptive details,
	evidence such that listeners	speaking audibly in coherent
	can follow the line of	sentences.
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

nouns, names), and simple sentences, reading back what they have written		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WL.c1 Describe a single	Text Types and Purposes	2.W.3 Write narratives in
event or a series of events	W3. Write narratives to	which they recount a well-
that describes actions,	develop real or imagined	elaborated event or short
thoughts, or feelings.	experiences or events using	sequence of events, include
	effective technique, well-	details to describe actions,
	chosen details, and well-	thoughts, and feelings, use
	structured event sequences.	temporal words to signal
	Presentation of Knowledge	event order, and provide a
	and Ideas	sense of closure.
	SL.4 Present information,	2.SL.4 Tell a story or recount
	findings, and supporting	an experience with
	evidence such that listeners	appropriate facts and
	can follow the line of	relevant, descriptive details,
	reasoning and the	speaking audibly in coherent
	organization, development,	sentences.
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), and simple sentences; 'reading back' what they have written

Progress Indicator: E.WLd logically sequencing events (e.g., beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WL.d1 When appropriate,	Text Types and Purposes	2.W.3 Write narratives in
write about a series of events	W3. Write narratives to	which they recount a well-
in the order in which they	develop real or imagined	elaborated event or short
occurred using signal words	experiences or events using	sequence of events, include
(e.g., first, then, next).	effective technique, well-	details to describe actions,
	chosen details, and well-	thoughts, and feelings,
	structured event sequences.	use temporal words to signal
		event order and provide a
		sense of closure.
2.WL.d2 Write a narrative	Text Types and Purposes	2.W.3 Write narratives in
that includes a sense of	W3. Write narratives to	which they recount a well-
closure.	develop real or imagined	elaborated event or short
	experiences or events using	sequence of events, include
	effective technique, well-	details to describe actions,
	chosen details, and well-	thoughts, and feelings, use
	structured event sequences.	temporal words to signal
		event order, and provide a
		sense of closure.

Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at 2 nd grade	PI at 2 nd grade	PI at 2 nd grade

Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) and connecting problem- solution

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WL.f1 Provide a title for	Text Types and Purposes	2.W.3 Write narratives in
writing that tells the central	W3. Write narratives to	which they recount a well-
idea or focus.	develop real or imagined	elaborated event or short
	experiences or events using	sequence of events, include
	effective technique, well-	details to describe actions,
	chosen details, and well-	thoughts, and feelings, use
	structured event sequences.	temporal words to signal
		event order and provide a
		sense of closure.
2.WL.f2 Organize text	Text Types and Purposes	2.W.3 Write narratives in
providing information	W3. Write narratives to	which they recount a well-
regarding who, what, and	develop real or imagined	elaborated event or short
why while maintaining a	experiences or events using	sequence of events, include
single focus.	effective technique, well-	details to describe actions,
	chosen details, and well-	thoughts, and feelings, use
	structured event sequences.	temporal words to signal
		event order, and provide a
		sense of closure.

Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WL.g1 With guidance and	Production and Distribution	2.W.5 With guidance and
support, use feedback (e.g.,	of Writing	support from adults and
elaborate on story elements)	W5. Develop and strengthen	peers, focus on a topic and
to strengthen narrative	writing as needed by	strengthen writing as needed
writing.	planning, revising, editing,	by revising and editing.
	rewriting, or trying a new	
	approach.	

Grade 3

Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.h1 Recall information	Research To Build and	3.W.8 Recall information
from experiences for use in	Present knowledge	from experiences or gather
writing.	W8. Gather relevant	information from print and
	information from multiple	digital sources; take brief
	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	
	while avoiding plagiarism.	
3.WL.h2 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing based on a literary	writing as needed by	strengthen writing as needed
topic (e.g., select a topic,	planning, revising, editing,	by planning, revising, and
draft outline, develop	rewriting, or trying a new	editing.
narrative).	approach.	

Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)

texts) to develop and organize ideas (e.g., entonology, problem-solution)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.i1 Gather information	Research To Build and	3.W.8 Recall information
(e.g., highlight in text, quote,	Present knowledge	from experiences or gather
or paraphrase from text) from	W8. Gather relevant	information from print and
print and/or digital sources.	information from multiple	digital sources; take brief
	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	
	while avoiding plagiarism.	
3.WL.i2 With guidance and	Production and Distribution	3.W.5 With guidance and
support from adults, draft an	of Writing	support from peers and
outline of a narrative in which	W5. Develop and strengthen	adults, develop and
the development and	writing as needed by	strengthen writing as needed
organization are appropriate	planning, revising, editing,	by planning, revising, and
to the task and purpose (e.g.,	rewriting, or trying a new	editing.
to introduce real or imagined	approach.	
experiences or events,		
elaborate on experiences or		
events with details and		
techniques, provide a		
meaningful conclusion).		

3.WL.i3 Take brief notes and	Research To Build and	3.W.8 Recall information
categorize information (e.g.,	Present knowledge	from experiences or gather
graphic organizers, notes,	W8. Gather relevant	information from print and
labeling, listing) from	information from multiple	digital sources; take brief
sources.	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation and 'hooks' readers (e.g., lead with action, dialogue)

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.j1 Establish the	Text Types and Purposes	3.W.3 Write narratives to
situation by setting up the	W3. Write narratives to	develop real or imagined
context for the story and	develop real or imagined	experiences or events using
introduce a narrator and/or	experiences or events using	effective technique,
characters.	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	a. Establish a situation and
		introduce a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally.
3.WL.j2 Sequence events in	Text Types and Purposes	3.W.3 Write narratives to
writing that unfold naturally.	W3. Write narratives to	develop real or imagined
	develop real or imagined	experiences or events using
	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	a. Establish a situation and
		introduce a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally.
		•

Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.11 Use temporal words	Text Types and Purposes	3.W.3 Write narratives to
and phrases to signal event	W3. Write narratives to	develop real or imagined
order.	develop real or imagined	experiences or events using
	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	c. Use temporal words and
		phrases to signal event order.

Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.m1 Provide a	Text Types and Purposes	3.W.3 Write narratives to
conclusion (concluding	W3. Write narratives to	develop real or imagined
sentence, paragraph, or	develop real or imagined	experiences or events using
extended ending) that follows	experiences or events using	effective technique,
from the narrated experiences	effective technique, well-	descriptive details, and clear
or events.	chosen details, and well-	event sequences.
	structured event sequences.	d. Provide a sense of closure.

Progress Indicator: E.WL.n with support, editing for clarity and meaning, grade appropriate
spelling, punctuation and capitalization, sentence types

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Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.n1 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, edit narrative writing	W5. Develop and strengthen	adults, develop and
for clarity and meaning.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach.	-

Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WL.o1 With guidance and	Production and Distribution	3.W.4 With guidance and
support from adults, produce	of Writing	support from adults, produce
a clear, coherent, permanent	W4. Produce clear and	writing in which the
product that is appropriate to	coherent writing in which the	development and
the specific task, purpose	development, organization,	organization are appropriate
(e.g., to entertain), or	and style are appropriate to	to task and purpose.
audience.	task, purpose, and audience.	
3.WL.o2 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen	W5. Develop and strengthen	adults, develop and
writing by revising (e.g.,	writing as needed by	strengthen writing as needed
review product, strengthening	planning, revising, editing,	by planning, revising, and
story).	rewriting, or trying a new	editing.
	approach.	

Grade 4

Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)

	witting (e.g., peer conterenteng, this words for stronger descriptions)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard	
4.WL.h1 Recall relevant	Research To Build and	4.W.8 Recall relevant	
information from experiences	Present knowledge	information from experiences	
for use in writing.	W8. Gather relevant	or gather relevant information	
	information from multiple	from print and digital	
	print and digital sources,	sources; take notes and	
	assess the credibility and	categorize information and	
	accuracy of each source, and	provide a list of sources.	
	integrate the information		
	while avoiding plagiarism.		
4.WL.h2 With guidance and	Production and Distribution	4.W.5 With guidance and	
support from peers and	of Writing	support from peers and	
adults, develop a plan for	W5. Develop and strengthen	adults, develop and	
writing based on a literary	writing as needed by	strengthen writing as needed	
topic (e.g., select a topic,	planning, revising, editing,	by planning, revising, and	
draft outline, develop	rewriting, or trying a new	editing.	
narrative).	approach.		

Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WL.i1 Gather information	Research To Build and	4.W.8 Recall relevant
(e.g., highlight in text, quote,	Present knowledge	information from experiences
or paraphrase from text) from	W8. Gather relevant	or gather relevant information
print and/or digital sources.	information from multiple	from print and digital
	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	
4.WL.i2 Take brief notes and	Research To Build and	4.W.8 Recall relevant
categorize information (e.g.,	Present knowledge	information from experiences
graphic organizers, notes,	W8. Gather relevant	or gather relevant information
labeling, listing) from	information from multiple	from print and digital
sources.	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	

4.WL.i3 Draft an outline in	Production and Distribution	4.W.5 With guidance and
which the development and	of Writing	support from peers and
organization are appropriate	W5. Develop and strengthen	adults, develop and
to the task and purpose (e.g.,	writing as needed by	strengthen writing as needed
to introduce real or imagined	planning, revising, editing,	by planning, revising, and
experiences or events,	rewriting, or trying a new	editing.
elaborate on experiences or	approach.	
events with details and		
techniques, provide a		
meaningful conclusion).		

Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation and 'hooks' readers (e.g., lead with action, dialogue)

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WL.j1 Orient the reader by	Text Types and Purposes	4.W.3 Write narratives to
setting up the context for the	W3. Write narratives to	develop real or imagined
story and introducing a	develop real or imagined	experiences or events using
narrator and/or characters.	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	a. Orient the reader by
		establishing a situation and
		introducing a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally.
4.WL.j2 Sequence events in	Text Types and Purposes	4.W.3 Write narratives to
writing that unfold naturally.	W3. Write narratives to	develop real or imagined
	develop real or imagined	experiences or events using
	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	a. Orient the reader by
		establishing a situation and
		introducing a narrator and/or
		characters. Organize an event
		sequence that unfolds
		naturally.

Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description

with setting, deeds, dialogue, description		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WL.k1 When appropriate,	Text Types and Purposes	4.W.3 Write narratives to
use dialogue and description	W3. Write narratives to	develop real or imagined
to develop experiences and	develop real or imagined	experiences or events using
events or show the responses	experiences or events using	effective technique,
of characters to situations.	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	b. Use dialogue and
		description to develop
		experiences and events or
		show the responses of
		characters to situations.
4.WL.k2 Use concrete words	Text Types and Purposes	4.W.3 Write narratives to
and phrases and sensory	W3. Write narratives to	develop real or imagined
details to convey experiences	develop real or imagined	experiences or events using
and events.	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	d. Use concrete words and
		phrases and sensory details to
		convey experiences and
		events precisely.

Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions

abing varied benefice of pes and transitions		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WL.11 Use a variety of	Text Types and Purposes	4.W.3 Write narratives to
transitional words and	W3. Write narratives to	develop real or imagined
phrases to manage the	develop real or imagined	experiences or events using
sequence of events.	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	c. Use a variety of transitional
		words and phrases to manage
		the sequence of events.

Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding	
statement that links back to a lesson learned	

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WL.m1 Provide a	Text Types and Purposes	4.W.3 Write narratives to
conclusion (concluding	W3. Write narratives to	develop real or imagined
sentence, paragraph, or	develop real or imagined	experiences or events using
extended ending) that follows	experiences or events using	effective technique,
from the narrated	effective technique, well-	descriptive details, and clear
experiences or events.	chosen details, and well-	event sequences.
	structured event sequences.	e. Provide a conclusion that
		follows from the narrated
		experiences or events.

Progress Indicator: E.WL.n with support, editing for clarity and meaning, grade appropriate spelling, punctuation and capitalization, sentence types

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WL.n1 With guidance and	Production and Distribution	4.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, edit narrative writing	W5. Develop and strengthen	adults, develop and
for clarity and meaning.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach	

Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WL.o1 Produce a clear,	Production and Distribution	4.W.4 Produce clear and
coherent, permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development and
specific task, purpose (e.g., to	coherent writing in which the	organization are appropriate
entertain), or audience.	development, organization,	to task, purpose, and
	and style are appropriate to	audience.
	task, purpose, and audience.	
4.WL.o2 With guidance and	Production and Distribution	4.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising. (e.g., review	writing as needed by	strengthen writing as needed
product, strengthening story).	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach.	

Grade 5

Progress Indicator: M.WL.a Employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme

contenency to develop characters, story miles, central message, theme		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.a1 With guidance and	Production and Distribution	5.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., choose a topic,	writing as needed by	strengthen writing as needed
introduce story elements,	planning, revising, editing,	by planning, revising, editing,
develop storyline, conclude	rewriting, or trying a new	rewriting, or trying a new
story).	approach.	approach.
5.WL.a2 Gather relevant	Research To Build and	5.W.8. Recall relevant
information (e.g., highlight in	Present knowledge	information from experiences
text, quote, or paraphrase	W8. Gather relevant	or gather relevant information
from text) to the topic or text	information from multiple	from print and digital
from print and/or digital	print and digital sources,	sources; summarize or
sources.	assess the credibility and	paraphrase information in
	accuracy of each source, and	notes and finished work and
	integrate the information	provide a list of sources.
	while avoiding plagiarism.	

Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.b1 Orient the reader by	Text Types and Purposes	5.W.3 Write narratives to
establishing a situation and	W3. Write narratives to	develop real or imagined
introducing a narrator and/or	develop real or imagined	experiences or events using
characters.	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	a. Orient the reader by
		establishing a situation and
		introducing a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally.

purpose and genre; using transitions to connect episodes/scenes and control pacing		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.c1 Organize ideas and	Text Types and Purposes	5.W.3 Write narratives to
events so that they unfold	W3. Write narratives to	develop real or imagined
naturally.	develop real or imagined	experiences or events using
	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	a. Orient the reader by
		establishing a situation and
		introducing a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally.
5.WL.c2 Use narrative	Text Types and Purposes	5.W.3 Write narratives to
techniques, such as dialogue,	W3. Write narratives to	develop real or imagined
description, and pacing, to	develop real or imagined	experiences or events using
develop experiences and	experiences or events using	effective technique,
events or show the responses	effective technique, well-	descriptive details, and clear
of characters to situations.	chosen details, and well-	event sequences.
	structured event sequences.	b. Use narrative techniques,
		such as dialogue, description,
		and pacing, to develop
		experiences and events or
		show the responses of
		characters to situations.
5.WL.c3 Use transitional	Text Types and Purposes	5.W.3 Write narratives to
words, phrases, and clauses to	W3. Write narratives to	develop real or imagined
manage the sequence of	develop real or imagined	experiences or events using
events.	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	c. Use a variety of transitional
		words, phrases, and clauses to
		manage the sequence of
		events.

Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing

Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.d1 Use concrete words	Text Types and Purposes	5.W.3 Write narratives to
and phrases and sensory	W3. Write narratives to	develop real or imagined
details to convey experiences	develop real or imagined	experiences or events using
and events precisely.	experiences or events using	effective technique,
	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	d. Use concrete words and
		phrases and sensory details to
		convey experiences
		and events precisely.

Progress Indicator: M.WL.e developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.e1 Write a narrative	Text Types and Purposes	5.W.3 Write narratives to
that includes smaller	W3. Write narratives to	develop real or imagined
segments of conflict and	develop real or imagined	experiences or events using
resolution in the text that	experiences or events using	effective technique,
contribute to the plot.	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	b. Use narrative techniques,
		such as dialogue, description,
		and pacing, to develop
		experiences and events or
		show the responses of
		characters to situations.

Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.f1 Use figurative	Vocabulary Acquisition and	5.L.5 Demonstrate
language in context,	Use	understanding of figurative
including similes and	L5. Demonstrate	language, word relationships,
metaphors.	understanding of figurative	and nuances in word
	language, word relationships,	meanings.
	and nuances in word	a. Interpret figurative
	meanings.	language, including similes
		and metaphors, in context.

Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.g1 Provide a	Text Types and Purposes	5.W.3 Write narratives to
conclusion (e.g., concluding	W3. Write narratives to	develop real or imagined
sentence, paragraph, or	develop real or imagined	experiences or events using
extended ending) that follows	experiences or events using	effective technique,
from the narrated events.	effective technique, well-	descriptive details, and clear
	chosen details, and well-	event sequences.
	structured event sequences.	e. Provide a conclusion that
		follows from the narrated
		experiences or events.

Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning, making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)

(e.g., transitions, mustrations, subject-vero, pronoun use, vero tense, etc.)		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WL.h1 Produce a clear,	Production and Distribution	5.W.4 Produce clear and
coherent, permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development and
specific task, purpose (e.g., to	coherent writing in which the	organization are appropriate
entertain), or audience.	development, organization,	to task, purpose, and
	and style is appropriate to	audience.
	task, purpose, and audience.	
5.WL.h2 With guidance and	Production and Distribution	5.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing (e.g.,	writing as needed by	strengthen writing as needed
review product, strengthening	planning, revising, editing,	by planning, revising, editing,
story).	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach.

Grade 6

Progress Indicator: M.WL.a Employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WL.a1 With guidance and	Production and Distribution	6.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., choose a topic,	writing as needed by	strengthen writing as needed
introduce story elements,	planning, revising, editing,	by planning, revising, editing,
develop storyline, conclude	rewriting, or trying a new	rewriting, or trying a new
story).	approach.	approach.

Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WL.b1 Engage and orient	Text Types and Purposes	6.W.3 Write narratives to
the reader by establishing a	W3. Write narratives to	develop real or imagined
context and introducing a	develop real or imagined	experiences or events using
narrator and/or characters.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by establishing a
		context and introducing a
		narrator and/or characters;
		organize an event sequence
		that unfolds naturally and
		logically.

Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WL.c1 Organize ideas and	Text Types and Purposes	6.W.3 Write narratives to
events so that they unfold	W3. Write narratives to	develop real or imagined
naturally.	develop real or imagined	experiences or events using
	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by establishing a
		context and introducing a
		narrator and/or characters;
		organize an event sequence
		that unfolds naturally and
		logically.

6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	 6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	 6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WL.d1 Use precise words	Text Types and Purposes	6.W.3 Write narratives to
and phrases, relevant	W3. Write narratives to	develop real or imagined
descriptive details, and	develop real or imagined	experiences or events using
sensory language to convey	experiences or events using	effective technique, relevant
experiences and events.	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences	d. Use precise words and
		phrases, relevant descriptive
		details, and sensory language
		to convey experiences and
		events.

Progress Indicator: M.WL.e developing a plot that includes tension (e.g., conflict-resolution) that unfolds through one or more episodes/scenes

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at 6 th grade	PI at 6 th grade	PI at 6 th grade

personnication, description)		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WL.f1 Use figurative	Text Types and Purposes	6.W.3 Write narratives to
language appropriately,	W3. Write narratives to	develop real or imagined
including similes and	develop real or imagined	experiences or events using
metaphors.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	6.L.5 Demonstrate
	Vocabulary Acquisition and	understanding of figurative
	Use	language, word relationships,
	L5. Demonstrate	and nuances in word
	understanding of figurative	meanings.
	language, word relationships,	a. Interpret figures of speech
	and nuances in word	(e.g., personification) in
	meanings.	context.

Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)

Progress Indicator: E.WL.f organizing texts with title and focus (introduce who, what, why) and connecting problem-solution

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WL.g1 Provide a	Text Types and Purposes	6.W.3 Write narratives to
conclusion that follows from	W3. Write narratives to	develop real or
the narrated experiences or	develop real or imagined	imagined experiences or
events.	experiences or events using	events using effective
	effective technique, well-	technique, relevant
	chosen details, and well-	descriptive details, and well-
	structured event sequences.	structured even sequences.
		e. Provide a conclusion that
		follows from the narrated
		experiences or events.

Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning, making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)

(e.g., transitions, mustrations, subject vero, pronoun use, vero tense, etc.)		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WL.h1 Produce a clear,	Production and Distribution	6.W.4 Produce clear and
coherent, permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose (e.g., to	coherent writing in which the	and style are appropriate to
entertain), and audience.	development organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
6.WL.h2 With guidance and	Production and Distribution	6.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing (e.g.,	writing as needed by	strengthen writing as needed
review product, strengthening	planning, revising, editing,	by planning, revising, editing,
story).	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach.

Grade 7

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.i1 With guidance and	Production and Distribution	7.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., choose a topic,	writing as needed by	strengthen writing as needed
introduce story elements,	planning, revising, editing,	by planning, revising, editing,
develop storyline, conclude	rewriting, or trying a new	rewriting, or trying a new
story) focused on a specific	approach.	approach, focusing on how
purpose and audience.		well purpose and audience
		have been addressed.

Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.j1 Orient the reader by	Text Types and Purposes	7.W.3. Write narratives to
establishing a context and	W3. Write narratives to	develop real or imagined
point of view and introducing	develop real or imagined	experiences or events using
the narrator and/or characters.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by establishing a
		context and point of view and
		introducing a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally and logically.

Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.k1 Organize ideas and	Text Types and Purposes	7.W.3 Write narratives to
event so that they unfold	W3. Write narratives to	develop real or imagined
naturally.	develop real or imagined	experiences or events using
	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by establishing a
		context and point of view and
		introducing a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally and logically.
7.WL.k2 When appropriate,	Text Types and Purposes	7.W.3 Write narratives to
use narrative techniques, such	W3. Write narratives to	develop real or imagined
as dialogue, pacing, and	develop real or imagined	experiences or events using
description, to develop	experiences or events using	effective technique, relevant
experiences, events, and/or	effective technique, well-	descriptive details, and well-
characters.	chosen details, and well-	structured event sequences.
	structured event sequences.	b. Use narrative techniques,
		such as dialogue, pacing, and
		description, to develop
		experiences, events, and/or
7 WIL 1-2 Line a maximum of	Terret Transmission 1 Drawn a series	characters.
7.WL.k3 Use a variety of	Text Types and Purposes W3. Write narratives to	7.W.3 Write narratives to
transition words, phrases, and	_	develop real or imagined
clauses to convey sequence	develop real or imagined	experiences or events using
and signal shifts from one time frame or setting to	experiences or events using effective technique, well-	effective technique, relevant descriptive details, and well-
another.	chosen details, and well-	structured event sequences.
	structured event sequences.	c. Use a variety of transition
	structured event sequences.	words, phrases, and clauses to
		convey sequence and signal
		shifts from one time frame or
		setting to another.
		setting to another.

Progress Indicator: M.WL.l selecting details and precise or nuanced language to enhance tone
and imagery, elaborate on ideas, or evoke an emotional response

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.11 Use precise words	Text Types and Purposes	7.W.3 Write narratives to
and phrases, relevant	W3. Write narratives to	develop real or imagined
descriptive details, and	develop real or imagined	experiences or events using
sensory language to capture	experiences or events using	effective technique, relevant
the action and convey	effective technique, well-	descriptive details, and well-
experiences and events.	chosen details, and well-	structured event sequences.
	structured event sequences.	d. Use precise words and
		phrases, relevant descriptive
		details, and sensory language
		to capture the action and
		convey experiences and
		events.

Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI at 7 th grade	PI at 7 th grade	PI at 7 th grade

accuracy (e.g., historical, graphi		гт
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.n1 Use words, phrases,	Text Types and Purposes	7.W.3 Write narratives to
or gathered information to	W3. Write narratives to	develop real or imagined
accurately reflect literary	develop real or imagined	experiences or events using
context.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	d. Use precise words and
	Vocabulary Acquisition and	phrases, relevant descriptive
	Use	details, and sensory language
	L5. Demonstrate	to capture the action and
	understanding of figurative	convey experiences and
	language, word relationships,	events.
	and nuances in word	7.L.5 Demonstrate
	meanings.	understanding of figurative
		language, word relationships,
		and nuances in word
		meanings.
		5c. Distinguish among the
		connotations (associations) of
		words with similar
		denotations (definitions) (e.g.,
		refined, respectful, polite,
		diplomatic, condescending).

Progress Indicator: M.WL.n referring overall conference with literary techniques or realistic accuracy (e.g., historical, graphical, technical, etc.)

Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects on the theme, and leaves readers with something to think about

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.o1 Provide a	Text Types and Purposes	7.W.3 Write narratives to
conclusion that follows from	W3. Write narratives to	develop real or imagined
the narrated experiences or	develop real or imagined	experiences or events using
events.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	e. Provide a conclusion that
		follows from and reflects on
		the narrated experiences or
		events.

ment and strengthen mended mipaet on reader		
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WL.p1 Produce a clear,	Production and Distribution	7.W.4 Produce clear and
coherent, permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose (e.g., to	coherent writing in which the	and style are appropriate to
entertain), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
7.WL.p2 With guidance and	Production and Distribution	7.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing (e.g.,	writing as needed by	strengthen writing as needed
review product, strengthening	planning, revising, editing,	by planning, revising, editing,
story).	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach, focusing on how
		well purpose and audience
		have been addressed.

Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader

Grade 8

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WL.i1 With guidance and	Production and Distribution	8.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., choose a topic,	writing as needed by	strengthen writing as needed
introduce story elements,	planning, revising, editing,	by planning, revising, editing,
develop storyline, conclude	rewriting, or trying a new	rewriting, or trying a new
story) focused on a specific	approach.	approach, focusing on how
purpose and audience.		well purpose and audience
		have been addressed.

Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WL.j1 Orient the reader by	Text Types and Purposes	8.W.3 Write narratives to
establishing a context and	W3. Write narratives to	develop real or imagined
point of view and introducing	develop real or imagined	experiences or events using
a narrator and/or characters.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by establishing a
		context and point of view and
		introducing a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally and logically.

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WL.k1 Organize ideas and	Text Types and Purposes	8.W.3 Write narratives to
events so that they unfold	W3. Write narratives to	develop real or imagined
naturally.	develop real or imagined	experiences or events using
	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the reader by establishing a
		context and point of view and
		introducing a narrator and/or
		characters; organize an event
		sequence that unfolds
		naturally and logically.
8.WL.k2 When appropriate,	Text Types and Purposes	8.W.3 Write narratives to
use narrative techniques, such	W3. Write narratives to	develop real or imagined
as dialogue, pacing, and	develop real or imagined	experiences or events using
description, to develop	experiences or events using	effective technique, relevant
experiences, events, and/or characters.	effective technique, well-	descriptive details, and well-
characters.	chosen details, and well- structured event sequences.	structured event sequences. b. Use narrative techniques,
	structured event sequences.	such as dialogue, pacing,
		description, and reflection, to
		develop experiences, events,
		and/or characters.
8.WL.k3 Use a variety of	Text Types and Purposes	8.W.3 Write narratives to
transition words, phrases, and	W3. Write narratives to	develop real or imagined
clauses to convey sequence,	develop real or imagined	experiences or events using
signal shifts from one time	experiences or events using	effective technique, relevant
frame or setting to another	effective technique, well-	descriptive details, and well-
and show the relationships	chosen details, and well-	structured event sequences.
among experiences and	structured event sequences.	c. Use a variety of transition
events.		words, phrases, and clauses to
		convey sequence, signal shifts from one time frame or
		setting to another and show
		the relationships among
		experiences and events.
	1	experiences and events.

Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style.

and magery, elaborate on ideas, of evoke an emotional response		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WL.11 Use precise words	Text Types and Purposes	8.W.3 Write narratives to
and phrases, relevant	W3. Write narratives to	develop real or imagined
descriptive details, and	develop real or imagined	experiences or events using
sensory language to capture	experiences or events using	effective technique, relevant
the action and convey	effective technique, well-	descriptive details, and well-
experiences and events.	chosen details, and well-	structured event sequences.
	structured event sequences.	d. Use precise words and
		phrases, relevant descriptive
		details, and sensory language
		to capture the action and
		convey experiences and
		events.

Progress Indicator: M.WL.1 selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response

Progress Indicator: M.WL.m using dialogue to advance the plot or theme

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI in 8 th grade	PI in 8 th grade	PI in 8 th grade

Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WL.n1 Use literacy devices	Text Types and Purposes	8.W.3 Write narratives to
(e.g., similes, metaphors,	W3. Write narratives to	develop real or imagined
hyperbole, personification,	develop real or imagined	experiences or events using
imagery) in narrative writing.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	8.L.5 Demonstrate
	Vocabulary Acquisition and	understanding of figurative
	Use Demonstrate	language, word relationships,
	understanding of figurative	and nuances in word
	language, word relationships,	meanings.
	and nuances in word	a. Interpret figures of speech
	meanings.	(e.g., verbal irony, puns) in
	_	context.

Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects on the
theme, and leaves readers with something to think about

unenne, and reaves readers while		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WL.o1 Provide a	Text Types and Purposes	8.W.3 Write narratives to
conclusion that follows from	W3. Write narratives to	develop real or imagined
the narrated experiences or	develop real or imagined	experiences or events using
events.	experiences or events using	effective technique, relevant
	effective technique, well-	descriptive details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	e. Provide a conclusion that
		follows from and reflects on
		the narrated experiences or
		events.

Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WL.p1 Produce a clear,	Production and Distribution	8.W.4 Produce clear and
coherent, permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose (e.g., to	coherent writing in which the	and style are appropriate to
entertain), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
8.WL.p2 With guidance and	Production and Distribution	8.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing (e.g.,	writing as needed by	strengthen writing as needed
review product, strengthening	planning, revising, editing,	by planning, revising, editing,
story).	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach, focusing on how
		well purpose and audience
		have been addressed.

Grades 9-10

Progress Indicator: H.WL.a Employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style

, _ _, _ , _ , _ , _ _, _ _,	message, meme, or anseourse sej	
Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WL.a1 Develop a plan	Production and Distribution	9-10.W.5 Develop and
for writing (e.g., choose a	of Writing	strengthen writing as needed
topic, introduce story	W5. Develop and strengthen	by planning, revising, editing,
elements, develop storyline,	writing as needed by	rewriting, or trying a new
conclude story) focused on a	planning, revising, editing,	approach, focusing on
specific purpose and	rewriting, or trying a new	addressing what is most
audience.	approach.	significant for a specific
		purpose and audience.

and establishing point of view and	nd discourse style (e.g., satire, hu	<u>imor, dramatic irony)</u>
Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WL.b1 Engage and orient	Text Types and Purposes	9-10.W.3 Write narratives to
the reader by setting out a	W3. Write narratives to	develop real or imagined
problem, situation, or	develop real or imagined	experiences or events using
observation, establishing one	experiences or events using	effective technique, well-
or multiple point(s) of view.	effective technique, well-	chosen details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by setting out a
		problem, situation, or
		observation, establishing one
		or multiple point(s) of view,
		and introducing a narrator
		and/or characters; create a
		smooth progression
		of experiences or events.
910.WL.b2 Engage and orient	Text Types and Purposes	9-10.W.3 Write narratives to
the reader to the narrator	W3. Write narratives to	develop real or imagined
and/or characters.	develop real or imagined	experiences or events using
	experiences or events using	effective technique, well-
	effective technique, well-	chosen details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by setting out a
		problem, situation, or
		observation, establishing one
		or multiple point(s) of view,
		and introducing a narrator
		and/or characters; create a
		smooth progression of
		experiences or events.

Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)

Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WL.c1 Create a smooth	Text Types and Purposes	9-10.W.3 Write narratives to
progression of experiences or	W3. Write narratives to	develop real or imagined
events.	develop real or imagined	experiences or events using
	experiences or events using	effective technique, well-
	effective technique, well- chosen details, and well-	chosen details, and well-
	structured event sequences.	structured event sequences. a. Engage and orient the
	structured event sequences.	reader by setting out a
		problem, situation, or
		observation, establishing one
		or multiple point(s) of view,
		and introducing a narrator
		and/or characters; create a
		smooth progression of
		experiences or events.
910.WL.c2 Sequence events	Text Types and Purposes	9-10.W.3 Write narratives to
so that they build on one	W3. Write narratives to	develop real or imagined
another to create a coherent	develop real or imagined	experiences or events using
whole.	experiences or events using	effective technique, well-
	effective technique, well- chosen details, and well-	chosen details, and well- structured event sequences.
	structured event sequences.	c. Use a variety of techniques
	structured event sequences.	to sequence events so that
		they build on one another to
		create a coherent whole.
910.WL.c3 Include plot	Text Types and Purposes	9-10.W.3 Write narratives to
techniques and pacing (e.g.,	W3. Write narratives to	develop real or imagined
flashback, foreshadowing,	develop real or imagined	experiences or events using
suspense) as appropriate in	experiences or events using	effective technique, well-
writing.	effective technique, well-	chosen details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	b. Use narrative techniques,
		such as dialogue, pacing,
		description, reflection, and
		multiple plot lines, to develop experiences, events, and/or
		characters.
		characters.

Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle/implicit foreshadowing)

Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)

Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WL.d1 Use precise words and phrases, telling	Text Types and Purposes W3. Write narratives to	9-10.W.3 Write narratives to develop real or imagined
details, and sensory language to convey a vivid picture of	develop real or imagined experiences or events using	experiences or events using effective technique, well-
the experiences, events, setting, and/or characters.	effective technique, well- chosen details, and well- structured event sequences.	chosen details, and well- structured event sequences. d. Use precise words and
	structured event sequences.	phrases, telling details, and
		sensory language to convey a vivid picture of the
		experiences, events, setting, and/or characters.

Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme

effectively develop characters and advance the plot or theme		
Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WL.e1 Produce a	Text Types and Purposes	9-10.W.3 Write narratives to
narrative that includes	W3. Write narratives to	develop real or imagined
dialogue that advances the	develop real or imagined	experiences or events using
plot or theme (e.g., reveals	experiences or events using	effective technique, well-
character motivation,	effective technique, well-	chosen details, and well-
feelings, thoughts, how	chosen details, and well-	structured event sequences.
character has changed	structured event sequences.	b. Use narrative techniques,
perspectives).		such as dialogue, pacing,
		description, reflection, and
		multiple plot lines, to develop
		experiences, events, and/or
		characters.

paradox) or accuracy/authenticity (historical, geographic, technical, etc.)		
Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WL.f1 Refine writing to	Research To Build and	9-10.W.9 Draw evidence
assure accuracy/authenticity	Present knowledge	from literary or information
(historical, geographical,	W9. Draw evidence from	texts to support analysis,
technical).	literary or informational texts	reflection, and research.
	to support analysis, reflection,	b. Apply grade 9-10 Reading
	and research.	standard to literary nonfiction
		(e.g., "Delineate and evaluate
		the argument and specific
		claims in a text, assessing
		whether the reasoning is
		valid, and the evidence is
		relevant and sufficient;
		identify false statements and
		fallacious reasoning.").

Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)

Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)

Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10 910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to	
clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style	

Core Content Connectors: 9-	CCSS Anchor Standards	Common Core State Standard
10		
910.WL.p1 Produce a clear,	Production and Distribution	9-10.W.4 Produce clear and
coherent, permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose (e.g., to	coherent writing in which the	and style are appropriate to
entertain), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
910.WL.p2 Strengthen	Production and Distribution	9-10.W.5 Develop and
writing by revising and	of Writing	strengthen writing as needed
editing (e.g., review product,	W5. Develop and strengthen	by planning, revising, editing,
strengthening story).	writing as needed by	rewriting, or trying a new
	planning, revising, editing,	approach, focusing on
	rewriting, or trying a new	addressing what is most
	approach.	significant for a specific
		purpose and audience.

Grades 11-12

Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style

enaracters, procisaopious, centrar	message, meme, er ansee arse sej	
Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WL.a1 Develop a plan	W5. Develop and strengthen	11-12.W.5 Develop and
for writing (e.g., choose a	writing as needed by	strengthen writing as needed
topic, introduce story	planning, revising, editing,	by planning, revising, editing,
elements, develop storyline,	rewriting, or trying a new	rewriting, or trying a new
conclude story) focused on a	approach.	approach, focusing on
specific purpose and		addressing what is most
audience.		significant for a specific
		purpose and audience.

Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)

Core Content Connectors: 11- 12	CCSS Anchor Standards	Common Core State Standard
1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

1112.WL.b2 Engage and	Text Types and Purposes	11-12.W.3 Write narratives to
orient the reader to the	W3. Write narratives to	develop real or imagined
narrator and/or characters	develop real or imagined	experiences or events using
	experiences or events using	effective technique, well-
	effective technique, well-	chosen details, and well-
	chosen details, and well-	structured event sequences.
	structured event sequences.	a. Engage and orient the
		reader by setting out a
		problem, situation, or
		observation and its
		significance, establishing one
		or multiple point(s) of view,
		and introducing a narrator
		and/or characters; create a
		smooth progression of
		experiences or events.

Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)

hashback hash forward, subtle /	mphen foreshadowing)	
Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
12 1112.WL.c1 Create a smooth progression of experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of
		experiences or events.

1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well- structured event sequences.	 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)

suspense, snock, empany)	· · · · · · · · · · · · · · · · · · ·	
Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WL.d1 Use precise	Text Types and Purposes	11-12.W.3 Write narratives to
words and phrases, telling	W3. Write narratives to	develop real or imagined
details, and sensory language	develop real or imagined	experiences or events using
to convey a vivid picture of	experiences or events using	effective technique, well-
the experiences, events,	effective technique, well-	chosen details, and well-
setting, and/or characters.	chosen details, and well-	structured event sequences.
	structured event sequences	d. Use precise words and
		phrases, telling details, and
		sensory language to convey a
		vivid picture of the
		experiences, events,
		setting, and/or characters.

effectively develop characters and advance the plot or theme		
Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WL.e1 Produce a	Text Types and Purposes	11-12.W.3 Write narratives to
narrative that includes	W3. Write narratives to	develop real or imagined
dialogue that advances the	develop real or imagined	experiences or events using
plot or theme (e.g., reveals	experiences or events using	effective technique, well-
character motivation,	effective technique, well-	chosen details, and well-
feelings, thoughts, how	chosen details, and well-	structured event sequences.
character has changed	structured event sequences.	b. Use narrative techniques,
perspectives).		such as dialogue, pacing,
		description, reflection, and
		multiple plot lines, to develop
		experiences, events, and/or
		characters.

Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme

Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)

Core Content Connectors: 11- 12	CCSS Anchor Standards	Common Core State Standard
1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).	Research To Build and Present knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 11-12 Reading standard to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)

Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WL.o1 Provide a	Text Types and Purposes	11-12.W.3. Write narratives
conclusion that follows from	W3. Write narratives to	to develop real or imagined
and reflects on what is	develop real or imagined	experiences or events using
experienced, observed, or	experiences or events using	effective technique, well-
resolved over the course of	effective technique, well-	chosen details, and well-
the narrative.	chosen details, and well-	structured event sequences.
	structured event sequences.	e. Provide a conclusion that
		follows from and reflects on
		what is experienced,
		observed, or resolved over the
		course of the narrative.

Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style

Core Content Connectors: 11-	CCSS Anchor Standards	Common Core State Standard
12		
1112.WL.p1 Produce a clear,	Production and Distribution	11-12.W.4 Produce clear and
coherent, permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose (e.g., to	coherent writing in which the	and style are appropriate to
entertain), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
1112.WL.p2 Strengthen	Production and Distribution	11-12.W.5 Develop and
writing by revising and	of Writing	strengthen writing as needed
editing (e.g., review product,	W5. Develop and strengthen	by planning, revising, editing,
strengthening story).	writing as needed by	rewriting, or trying a new
	planning, revising, editing,	approach, focusing on
	rewriting, or trying a new	addressing what is most
	approach.	significant for a specific
		purpose and audience.

Core Content Connectors: Persuasive Writing

MSAA Instructional Resource Guide, Revised June 2023 from the NCSC contents developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

Grade K

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)

Core Content Correctory V	Í	Common Com State Star 11
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.a1 With guidance and	Research To Build and	K.W.8 With guidance and
support from adults, recall	Present knowledge	support from adults, recall
information from experiences	W8. Gather relevant	information from experiences
to answer a question.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
K.WP.a2 Draw, dictate, or	Text Types and Purposes	K.W.1 Use a combination of
write an idea about a topic.	W1. Write arguments to	drawing, dictating, and
1	support claims in an analysis	writing to compose opinion
	of substantive topics or texts,	pieces in which they tell a
	using valid reasoning and	reader the topic or the name
	relevant sufficient evidence	of the book they are writing
		about and state an opinion or
		preference about the topic or
		book (e.g., <i>My favorite</i>
K WD - 2 D it - f iti-	Duranteting f Varantel 1	book is).
K.WP.a3 Describe familiar	Presentation of Knowledge	K.SL.4 Describe familiar
people, places, things, and/or	and Ideas	people, places, things, and
events orally or in writing.	SL4. Present information,	events and, with prompting
	findings, and supporting	and support, provide
	evidence such that listeners	additional details.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WP.b With prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.b1 State an opinion or	Text Types and Purposes	K.W.1 Use a combination of
preference about the topic.	W1. Write arguments to	drawing, dictating, and
	support claims in an analysis	writing to compose opinion
	of substantive topics or texts,	pieces in which they tell a
	using valid reasoning and	reader the topic or the name
	relevant sufficient evidence.	of the book they are writing
		about and state an opinion or
		preference about the topic or
		book (e.g., My favorite
		<i>book is</i>).

Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories- entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this	No CCCs were written at this	No CCCs were written at this
grade level for this PI.	grade level for this PI.	grade level for this PI.

Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this	No CCCs were written at this	No CCCs were written at this
grade level for this PI.	grade level for this PI.	grade level for this PI.

Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.e1 With guidance and	Research To Build and	K.W.8 With guidance and
support from adults, gather	Present knowledge	support from adults, recall
information from provided	W8. Gather relevant	information from experiences
sources to answer a question.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (*in somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)

connecting opinion with reasons and supporting evidence (e.g., rinke white because)		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.f1 Write, draw, or	Text Types and Purposes	K.W.1 Use a combination of
dictate an opinion statement	W1. Write arguments to	drawing, dictating, or writing
about a topic or book of	support claims in an analysis	to compose opinion pieces in
interest.	of substantive topics or texts,	which they tell a reader the
	using valid reasoning and	topic or the name of the book
	relevant and sufficient	they are writing about and
	evidence.	state an opinion or preference
		about the topic or book (e.g.,
		<i>My favorite book is).</i>

Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
No CCCs were written at this	No CCCs were written at this	No CCCs were written at this
grade level for this PI.	grade level for this PI.	grade level for this PI.

Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WP.h1 With guidance and	Production and Distribution	K.W.5 With guidance and
support, use feedback (e.g.,	of Writing	support from adults, respond
drawings, visual displays,	W5. Develop and strengthen	to questions and suggestions
labels) to strengthen	writing as needed by	from peers and add details to
persuasive writing.	planning, revising, editing,	strengthen writing as needed.
	rewriting, or trying a new	
	approach.	

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo,
video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing,
letters/invented spelling, writing)

letters/invented spelling, writing		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.a1 Draw, dictate, or	Text Types and Purposes	K.W.1 Use a combination of
write an idea or opinion about	W1. Write arguments to	drawing, dictating, and
a topic.	support claims in an analysis	writing to compose opinion
	of substantive topics or texts,	pieces in which they tell a
	using valid reasoning and	reader the topic or the name
	relevant sufficient evidence.	of the book they are writing
		about and state an opinion or
		preference about the topic or
		book (e.g., My favorite
		<i>book is</i>).
1.WP.a2 With guidance and	Research To Build and	1.W.8 With guidance and
support from adults, recall	Present knowledge	support from adults, recall
information from experiences	W8. Gather relevant	information from experiences
to answer a question.	information from multiple	or gather information from
	print and digital sources,	provided sources to answer a
	assess the credibility and	question.
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
1.WP.a3 Describe familiar	Presentation of Knowledge	1.SL.4 Describe, people,
people, places, things, and/or	and Ideas	places, things, and events
events with details orally or	SL4. Present information,	with relevant details,
in writing.	findings, and supporting	expressing ideas and feelings
	evidence such that listeners	clearly.
	can follow the line of	-
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.b1 Use descriptions and	Text Types and Purposes	1.W.1 Write opinion pieces in
details of familiar people,	W1. Write arguments to	which they introduce the
places, things, and/or events	support claims in an analysis	topic or the name of the book
to support an opinion.	of substantive topics or texts,	they are writing about, state
	using valid reasoning and	an opinion, supply a reason
	relevant and sufficient	for the opinion, and provide
	evidence.	some sense of closure.

Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI	PI	PI

Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts-opinions or reasons for-against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI	PI	PI

Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation.

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.e1 With guidance and	Research To Build and	1.W.8 With guidance and
support from adults, gather	Present knowledge	support from adults, recall
information from provided	W8. Gather relevant	information from experiences
sources (e.g., highlight in	information from multiple	or gather information from
text, quote or paraphrase from	print and digital sources,	provided sources to answer a
text or discussion) to answer	assess the credibility and	question.
a question.	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text, and generating statements (*in somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)

connecting opinion with reasons and supporting evidence (e.g., rinke whiter because)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.f1 Write, draw, or	Text Types and Purposes	1.W.1 Write opinion pieces in
dictate an opinion statement	W1. Write arguments to	which they introduce the
using accurate information as	support claims in an analysis	topic or the name of the book
reasoning about a topic or	of substantive topics or texts,	they are writing about, state
book of interest.	using valid reasoning and	an opinion, supply a reason
	relevant and sufficient	for the opinion, and provide
	evidence.	some sense of closure.

Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...) in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.g1 Organize an opinion	Text Types and Purposes	1.W.1 Write opinion pieces in
piece starting with a topical	W1. Write arguments to	which they introduce the
or opinion statement followed	support claims in an analysis	topic or the name of the
by a reason.	of substantive topics or texts,	book they are writing about,
	using valid reasoning and	state an opinion, supply a
	relevant and sufficient	reason for the opinion, and
	evidence.	provide some sense of
		closure.
1.WP.g2 Write an opinion	Text Types and Purposes	1.W.1 Write opinion pieces in
piece that includes a sense of	W1. Write arguments to	which they introduce the
closure.	support claims in an analysis	topic or the name of the book
	of substantive topics or texts,	they are writing about, state
	using valid reasoning and	an opinion, supply a reason
	relevant and sufficient	for the opinion, and provide
	evidence.	some sense of closure.

Progress Indicator: E.WP.h With support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

usage, spennig (nigh nequency words), and mechanics		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WP.h1 With guidance and	Production and Distribution	1.W.5 With guidance and
support, use feedback (e.g.,	of Writing	support from adults, focus on
drawings, visual displays,	W5. Develop and strengthen	a topic, respond to questions
labels) to strengthen	writing as needed by	and suggestions from peers,
persuasive writing.	planning, revising, editing,	and add details to strengthen
	rewriting, or trying a new	writing as needed.
	approach.	

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing,

letters/invented spelling, writing		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.a1 Draw, dictate, or	Text Types and Purposes	K.W.1 Use a combination of
write an idea or opinion about	W1. Write arguments to	drawing, dictating, and
a topic or text.	support claims in an analysis	writing to compose opinion
	of substantive topics or texts,	pieces in which they tell a
	using valid reasoning and	reader the topic or the name
	relevant sufficient evidence.	of the book they are writing
		about and state an opinion or
		preference about the topic or
		book (e.g., My favorite
		<i>book is</i>).
2.WP.a2 Describe familiar	Presentation of Knowledge	1.SL.4 Describe, people,
people, places, things, and/or	and Ideas	places, things, and events
events with details orally or	SL4. Present information,	with relevant details,
in writing.	findings, and supporting	expressing ideas and feelings
	evidence such that listeners	clearly.
	can follow the line of	
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	
2.WP.a3 Recall information	Research To Build and	2.W.8 Recall information
from experiences to answer a	Present knowledge	from experiences or gather
question.	W8. Gather relevant	information from provided
	information from multiple	sources to answer a question.
	print and digital sources,	_
	assess the credibility and	
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

letters/invented spelling, writing)

Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.b1 State an opinion or	Text Types and Purposes	2.W.1 Write opinion pieces in
preference about the topic or	W1. Write arguments to	which they introduce the
text and at least one reason	support claims in an analysis	topic or book they are writing
that supports the opinion.	of substantive topics or texts,	about, state an opinion,
	using valid reasoning and	supply reasons that support
	relevant sufficient evidence.	the opinion, use linking
		words (e.g., because, and
		also) to connect opinion and
		reasons and provide a
		concluding statement or
		section.
2.WP.b2 Connect gathered	Text Types and Purposes	2.W.1 Write opinion pieces in
facts to an opinion using	W1. Write arguments to	which they introduce the
linking words in persuasive	support claims in an analysis	topic or book they are writing
writing.	of substantive topics or texts,	about, state an opinion,
	using valid reasoning and	supply reasons that support
	relevant sufficient evidence.	the opinion, use linking
		words (e.g., because, and
		also) to connect opinion and
		reasons, and provide a
		concluding statement or
		section.

Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI	PI	PI

Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.d1 Use simple note-	Research To Build and	2.W.8 Recall information
taking strategies (e.g., double	Present knowledge	from experiences or gather
entry journal, Venn diagram,	W8. Gather relevant	information from provided
T-chart, discussion web) to	information from multiple	sources to answer a question.
record reasons for or against a	print and digital sources,	
topic.	assess the credibility and	
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	
2.WP.d2 Create a permanent	Research To Build and	2.W.8 Recall information
product (e.g., T-chart, word	Present knowledge	from experiences or gather
sort) to distinguish facts and	W8. Gather relevant	information from provided
opinion.	information from multiple	sources to answer a question.
	print and digital sources,	
	assess the credibility and	
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text. Collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence, applying basic capitalization and end punctuation.

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.e1 Gather information	Research To Build and	2.W.8 Recall information
from provided sources (e.g.,	Present knowledge	from experiences or gather
highlight in text, quote or	W8. Gather relevant	information from provided
paraphrase from text or	information from multiple	sources to answer a question.
discussion) to answer a	print and digital sources,	
question.	assess the credibility and	
	accuracy of each source, and	
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (*in somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)

connecting opinion with reasons and supporting evidence (e.g., Tike white because)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.f1 Write, draw, or	Text Types and Purposes	2.W.1 Write opinion pieces in
dictate an opinion statement	W1. Write arguments to	which they introduce the
about a topic or book of	support claims in an analysis	topic or book they are writing
interest., include at least one	of substantive topics or texts,	about, state an opinion,
reason that supports the	using valid reasoning and	supply reasons that support
opinion.	relevant and sufficient	the opinion, using linking
	evidence.	words (e.g., because, and
		also) to connect opinion and
		reasons, and provide a
		concluding statement or
		section.

Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.g1 Organize an opinion	Text Types and Purposes	2.W.1 Write opinion pieces in
piece starting with a topical	W1. Write arguments to	which they introduce the
or opinion statement followed	support claims in an analysis	topic or book they are writing
by related reasons with	of substantive topics or texts,	about, state an opinion,
supporting evidence and	using valid reasoning and	supply reasons that support
ending with a concluding	relevant and sufficient	the opinion, using linking
statement.	evidence.	words (e.g., because, and
		also) to connect opinion and
		reasons, and provide a
		concluding statement or
		section.

Progress Indicator: E.WP.h With support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

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Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WP.h1 With guidance and	Production and Distribution	2.W.5 With guidance and
support, use feedback (e.g.,	of Writing	support from adults and
drawings, visual displays,	W5. Develop and strengthen	peers, focus on a topic and
labels) to strengthen	writing as needed by	strengthen writing as needed
persuasive writing.	planning, revising, editing,	by revising and editing.
	rewriting, or trying a new	
	approach.	

Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.i1 Recall relevant	Research To Build and	3.W.8 Recall information
information from	Present knowledge	from experiences or gather
experiences for use in	W8. Gather relevant	information from print and
writing.	information from multiple	digital sources; take brief
	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	
	while avoiding plagiarism.	

Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using notetaking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.j1 Gather facts (e.g.,	Research To Build and	3.W.8 Recall information
highlight in text, quote or	Present knowledge	from experiences or gather
paraphrase from text or	W8. Gather relevant	information from print and
discussion) from print and/or	information from multiple	digital sources; take brief
digital sources.	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	-
	while avoiding plagiarism.	
3.WP.j2 Take brief notes	Research To Build and	3.W.8 Recall information
(e.g., graphic organizers,	Present knowledge	from experiences or gather
notes, labeling, listing) on	W8. Gather relevant	information from print and
sources.	information from multiple	digital sources; take brief
	print and digital sources,	notes on sources and sort
	assess the credibility and	evidence into provided
	accuracy of each source, and	categories.
	integrate the information	5
	while avoiding plagiarism.	
3.WP.j3 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, and
	rewriting, or trying a new	editing.
	approach.	
	approaen.	

3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.k1 Introduce the topic	Text Types and Purposes	3.W.1 Write opinion pieces
or text within persuasive	W1. Write arguments to	on topics or texts, supporting
writing by stating an opinion.	support claims in an analysis	a point of view with reasons.
	of substantive topics or texts,	a. Introduce the topic or text
	using valid reasoning and	they are writing about, state
	relevant sufficient evidence.	an opinion, and create an
		organizational structure that
		lists reasons.

Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.11 Provide reasons or	Text Types and Purposes	3.W.1 Write opinion pieces
facts that support a stated	W1. Write arguments to	on topics or texts, supporting
opinion.	support claims in an analysis	a point of view with reasons.
	of substantive topics or texts,	b. Provide reasons that
	using valid reasoning and	support the opinion.
	relevant sufficient evidence.	

Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)

transitions (because, but, for example, etc.)		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.m1 Use linking words	Text Types and Purposes	3.W.1 Write opinion pieces
and phrases that connect the	W1. Write arguments to	on topics or texts, supporting
opinions and reasons.	support claims in an analysis	a point of view with reasons.
	of substantive topics or texts,	c. Use linking words and
	using valid reasoning and	phrases (e.g., because,
	relevant sufficient evidence.	therefore, since, for example)
		to connect opinion and
		reasons.
3.WP.m2 Elaborate on each	SL4. Present information,	3.SL.4 Report on a topic or
reason given in support of an	findings, and supporting	text, tell a story, or recount an
opinion with relevant details.	evidence such that listeners	experience with appropriate
	can follow the line of	facts and relevant, descriptive
	reasoning and the	details, speaking clearly at an
	organization, development,	understandable pace.
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.n1 Provide a	Text Types and Purposes	3.W.1 Write opinion pieces
concluding statement or	W1. Write arguments to	on topics or texts, supporting
section.	support claims in an analysis	a point of view with reasons.
	of substantive topics or texts,	d. Provide a concluding
	using valid reasoning and	statement or section.
	relevant sufficient evidence.	

Progress Indicator: E.WP.o with support, editing for clarity and meaning, grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, and variety of sentence types.

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.o1 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, edit writing for clarity	W5. Develop and strengthen	adults, develop and
and meaning.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, and
	rewriting, or trying a new	editing.
	approach.	

Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WP.p1 With guidance and	Production and Distribution	3.W.4 With guidance and
support from adults, produce	of Writing	support from adults, produce
a permanent product in which	W4. Produce clear and	writing in which the
the development and	coherent writing in which the	development and
organization are appropriate	development, organization,	organization are appropriate
to the task and purpose.	and style are appropriate to	to task and purpose.
	task, purpose, and audience.	
3.WP.p2 With guidance and	Production and Distribution	3.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising (e.g., review	writing as needed by	strengthen writing as needed
product, strengthening	planning, revising, editing,	by planning, revising, and
argument).	rewriting, or trying a new	editing.
	approach.	

Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.i1 Recall relevant	Research To Build and	4.W.8 Recall relevant
information from experiences	Present knowledge	information from experiences
for use in writing.	W8. Gather relevant	or gather relevant information
	information from multiple	from print and digital
	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	
4.WP.i2 Analyze mentor texts	Research To Build and	4.W.9 Draw evidence from
to support knowledge of	Present knowledge	literary or informational texts
persuasive writing (e.g.,	W9. Draw evidence from	to support analysis,
analyze newspaper editorials	literary or informational texts	reflection, and research.
to explore the way the author	to support analysis, reflection,	a. Apply grade 4 Reading
developed the argument).	and research.	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].").
		b. 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").

Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)

issue (e.g.,) people innie ee		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.j1 Gather relevant	Research To Build and	4.W.8 Recall relevant
information (e.g., highlight in	Present knowledge	information from experiences
text, quote or paraphrase from	W8. Gather relevant	or gather relevant information
text or discussion) from print	information from multiple	from print and digital
and/or digital sources.	print and digital sources,	sources; take notes and
	assess the credibility and	categorize information and
	accuracy of each source, and	provide a list of sources.
	integrate the information	
	while avoiding plagiarism.	

4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	4.W.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.
4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	4.W.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.

Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.k1 Introduce the topic	Text Types and Purposes	4.W.1 Write opinion pieces
or text within persuasive	W1. Write arguments to	on topics or texts, supporting
writing by stating an opinion.	support claims in an analysis	a point of view with reasons
	of substantive topics or texts,	and information.
	using valid reasoning and	a. Introduce a topic or text
	relevant sufficient evidence.	clearly, state an opinion, and
		create an organizational
		structure in which related
		ideas are grouped to support
		the writer's purpose.

Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.11 Provide reasons	Text Types and Purposes	4.W.1 Write opinion pieces
which include facts and	W1. Write arguments to	on topics or texts, supporting
details that support a stated	support claims in an analysis	a point of view with reasons.
opinion.	of substantive topics or texts,	b. Provide reasons that are
	using valid reasoning and	supported by facts and
	relevant sufficient evidence.	details.

Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)

initiations (occurse, out, for example, etc.)		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.m1 Create an	Text Types and Purposes	4.W.1 Write opinion pieces
organizational structure that	W1. Write arguments to	on topics or texts, supporting
lists reasons in a logical	support claims in an analysis	a point of view with reasons
order.	of substantive topics or texts,	and information.
	using valid reasoning and	a. Introduce a topic or text
	relevant sufficient evidence.	clearly, state an opinion, and
		create an organizational
		structure in which related
		ideas are grouped to support
		the writer's purpose.

4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, and</i> <i>in addition</i>).
4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.	SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.n1 Provide a	Text Types and Purposes	4.W.1 Write opinion pieces
concluding statement or	W1. Write arguments to	on topics or texts, supporting
section related to the opinion	support claims in an analysis	a point of view with reasons.
presented.	of substantive topics or texts,	d. Provide a concluding
	using valid reasoning and	statement or section.
	relevant sufficient evidence.	

Progress Indicator: E.WP.o with support, editing for clarity and meaning, grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types.

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.o1 With guidance and	Production and Distribution	4.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, edit writing for clarity	W5. Develop and strengthen	adults, develop and
and meaning.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach.	

Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback

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Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WP.p1 Produce a clear	Production and Distribution	4.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development and
specific task, purpose, and	coherent writing in which the	organization are appropriate
audience.	development, organization,	to task, purpose, and
	and style are appropriate to	audience.
	task, purpose, and audience.	
4.WP.p2 With guidance and	Production and Distribution	4.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising,
	rewriting, or trying a new	and editing.
	approach.	

Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing
(e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews,
speeches, propaganda techniques)

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.a1 Analyze mentor	Research To Build and	5.W.9 Draw evidence from
texts to support knowledge of	Present knowledge	literary or information texts
persuasive writing (e.g.,	W9. Draw evidence from	to support analysis, reflection,
analyze newspaper editorials	literary or informational texts	and research.
to explore the way the author	to support analysis, reflection,	a. Apply grade 5 Reading
developed the argument).	and research.	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]").
		b. Apply grade 5 Reading
		standard 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 points").
5.WP.a2 Explain how at least	Comprehension and	5.SL.3 Summarize the points
one claim in a discussion is	Collaboration	a speaker makes and explain
supported by reasons and	SL3. Evaluate a speaker's	how each claim is supported
evidence.	point of view, reasoning, and	by reasons and evidence.
	use of evidence and rhetoric.	

Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.b1 With guidance and	Production and Distribution	5.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., define purpose,	writing as needed by	strengthen writing as needed
which is to persuade, state	planning, revising, editing,	by planning, revising, editing,
your opinion, gather	rewriting, or trying a new	rewriting, or trying a new
evidence, create your	approach.	approach.
argument, and provide a		
meaningful conclusion).		

5.WP.b2 Gather relevant	Research To Build and	5.W.8 Recall relevant
information (e.g., highlight in	Present knowledge	information from experiences
text, quote or paraphrase from	W8. Gather relevant	or gather relevant information
text or discussion) from print	information from multiple	from print and digital
and/or digital sources.	print and digital sources,	sources; summarize or
	assess the credibility and	paraphrase information in
	accuracy of each source, and	notes and finished work and
	integrate the information	provide a list of sources.
	while avoiding plagiarism.	
5.WP.b3 Provide a list of	Research To Build and	5.W.8 Recall relevant
sources that contributed to the	Present knowledge	information from experiences
content within a writing	W8. Gather relevant	or gather relevant information
piece.	information from multiple	from print and digital
	print and digital sources,	sources; summarize or
	assess the credibility and	paraphrase information in
	accuracy of each source, and	notes and finished work and
	integrate the information	provide a list of sources.
	while avoiding plagiarism.	

M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical period) and plan a chain of logic to be presented

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.c1 Provide an	Text Types and Purposes	5.W.1 Write opinion pieces
introduction that states own	W1. Write arguments to	on topics or texts, supporting
opinion within persuasive	support claims in an analysis	a point of view with reasons
text.	of substantive topics or texts,	and information.
	using valid reasoning and	a. Introduce a topic or text
	relevant sufficient evidence.	clearly, state an opinion, and
		create an organizational
		structure in which ideas are
		logically grouped to support
		the writer's purpose.
5.WP.c2 Create an	Text Types and Purposes	5.W.1 Write opinion pieces
organizational structure in	W1. Write arguments to	on topics or texts, supporting
which ideas are logically	support claims in an analysis	a point of view with reasons
grouped to support the	of substantive topics or texts,	and information.
writer's opinion.	using valid reasoning and	a. Introduce a topic or text
	relevant sufficient evidence.	clearly, state an opinion, and
		create an organizational
		structure in which ideas are
		logically grouped to support
		the writer's purpose.

Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience

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Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.d1 Provide relevant	Text Types and Purposes	5.W.1 Write opinion pieces
facts and reasons to support	W1. Write arguments to	on topics or texts, supporting
stated opinion within	support claims in an analysis	a point of view with reasons
persuasive writing.	of substantive topics or texts,	and information.
-	using valid reasoning and	b. Provide logically ordered
	relevant sufficient evidence.	reasons that are supported by
		facts and details.

Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers

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Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.e1 Links opinions and	Text Types and Purposes	5.W.1 Write opinion pieces
reasons using words, phrases,	W1. Write arguments to	on topics or texts, supporting
and clauses.	support claims in an analysis	a point of view with reasons
	of substantive topics or texts,	and information.
	using valid reasoning and	c. Link opinion and reasons
	relevant sufficient evidence.	using words, phrases, and
		clauses (e.g., consequently,
		specifically).
5.WP.e2 Elaborate on each	Presentation of Knowledge	5.WA.3 Report on a topic,
fact or reason given in	and Ideas	story or claim with a logical
support of an opinion with	SL4. Present information,	sequence of ideas,
relevant details.	findings, and supporting	appropriate facts, and
	evidence such that listeners	relevant, descriptive details
	can follow the line of	_
	reasoning and the	
	organization, development,	
	and style are appropriate to	
	task, purpose, and audience.	

Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
No CCCs developed for this	No CCCs developed for this	No CCCs developed for this
PI	PI	PI

Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn

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Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.g1 Provide a clear	Text Types and Purposes	5.W.1 Write opinion pieces
concluding statement or	W1. Write arguments to	on topics or texts, supporting
section related to the opinion	support claims in an analysis	a point of view with reasons
stated.	of substantive topics or texts,	and information.
	using valid reasoning and	d. Provide a concluding
	relevant sufficient evidence.	statement or section related to
		the opinion presented.

Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning. Making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections).

potential objections).		
Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WP.h1 Produce a clear	Production and Distribution	5.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
(e.g., select/generate	W4. Produce clear and	development and
responses to form paragraphs	coherent writing in which the	organization are appropriate
or essay) that is appropriate to	development, organization,	to task, purpose, and
the specific task, purpose, and	and style are appropriate to	audience.
audience.	task, purpose, and audience.	
5.WP.h2 With guidance and	Production and Distribution	5.W.5 With guidance and
support from peers and	of Writing	support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach.

Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.a1 Analyze mentor	Research To Build and	6.W.9 Draw evidence from
texts to support knowledge of	Present knowledge	literary or information texts
persuasive writing (e.g.,	W9. Draw evidence from	to support analysis, reflection,
analyze newspaper editorials	literary or informational texts	and research.
to explore the way the author	to support analysis,	a. Apply grade 6 Reading
developed the argument).	reflection, and research.	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]").
		b. Apply grade 6 Reading
		standard 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 points").
6.WP.a2 Distinguish claims	Comprehension and	6.SL.3 Delineate a speaker's
presented orally or in writing	Collaboration	argument and specific claims,
that are supported by reasons	SL3. Evaluate a speaker's	distinguishing claims that are
and evidence from claims	point of view, reasoning, and	supported by reasons and
that are not.	use of evidence and rhetoric.	evidence from claims that are
	Text Types and Purposes	not.
	W1. Write arguments to	6.W.1 Write arguments to
	support claims in an analysis	support claims with clear
	of substantive topics or texts,	reasons and relevant evidence.
	using valid reasoning and relevant sufficient evidence.	
	relevant sufficient evidence.	a. Introduce claim(s) and
		organize the reasons and
		evidence clearly.

Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view

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Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
argument, provide a meaningful conclusion).		
6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical period) and plan a chain of logic to be presented.

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.c1 Provide an	Text Types and Purposes	6.W.1 Write arguments to
introduction that introduces	W1. Write arguments to	support claims with clear
the writer's claim within	support claims in an analysis	reasons and relevant
persuasive text.	of substantive topics or texts,	evidence.
	using valid reasoning and	a. Introduce claim(s) and
	relevant sufficient evidence.	organize the reasons and
		evidence clearly.
6.WP.c2 Create an	Text Types and Purposes	6.W.1 Write arguments to
organizational structure in	W1. Write arguments to	support claims with clear
which ideas are logically	support claims in an analysis	reasons and relevant
grouped to support the	of substantive topics or texts,	evidence.
writer's claim.	using valid reasoning and	a. Introduce claim(s) and
	relevant sufficient evidence.	organize the reasons and
		evidence clearly.

Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.d1 Write arguments to	Text Types and Purposes	6.W.1 Write arguments to
support claims with clear	W1. Write arguments to	support claims with clear
reasons and relevant evidence	support claims in an analysis	reasons and relevant
from credible sources.	of substantive topics or texts,	evidence.
	using valid reasoning and	b. Support claim(s) with clear
	relevant sufficient evidence.	reasons and relevant
		evidence, using credible
		sources and demonstrating an
		understanding of the topic or
		text.

Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers

propaganda strategies) when controlice to the impact on readers		
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.e1 Use words, phrases,	Text Types and Purposes	6.W.1 Write opinion pieces
and clauses to link claims and	W1. Write arguments to	on topics or texts, supporting
reasons.	support claims in an analysis	a point of view with reasons
	of substantive topics or texts,	and information.
	using valid reasoning and	c. Use words, phrases, and
	relevant sufficient evidence.	clauses to clarify the
		relationships among claim(s)
		and reasons.

Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
No CCCs written for this PI	No CCCs written for this PI	No CCCs written for this PI

Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.g1 Provide a	Text Types and Purposes	6.W.1 Write opinion pieces
concluding statement or	W1. Write arguments to	on topics or texts, supporting
section that follows the	support claims in an analysis	a point of view with reasons
argument presented.	of substantive topics or texts,	and information.
	using valid reasoning and	e. Provide a concluding
	relevant sufficient evidence.	statement or section that
		follows from the argument
		presented.

Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning. Making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WP.h1 Produce a clear and	Production and Distribution	6.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose (e.g., to	coherent writing in which the	and style are appropriate to
persuade), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
6.WP.h2 With guidance and	Production and Distribution	6.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach.

Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.i1 Discuss how own	Comprehension and	7.SL.1 Engage effectively in
view or opinion changes	Collaboration	a range of collaborative
using new information	SL1. Prepare for and	discussions (one-on-one, in
provided by others.	participate effectively in a	groups, and teacher-led) with
	range of conversations and	diverse partners on grade 7
	collaborations with diverse	topics, texts, and issues,
	partners, building on others'	building on others' ideas and
	ideas and expressing their	expressing their own clearly.
	own clearly and persuasively.	d. Acknowledge new
		information expressed by
		others and, when warranted,
		modify their own views.
7.WP.i2 Evaluate the	Comprehension and	7.SL.3 Delineate a speaker's
soundness or accuracy of	Collaboration	argument and specific claims,
reasons presented to support a	SL3. Evaluate a speaker's	evaluating the soundness of
claim.	point of view, reasoning, and	the reasoning and the
	use of evidence and rhetoric.	relevance and sufficiency of
		the evidence.

Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.j1 With guidance and	Production and Distribution	7.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, develop a plan for	W5. Develop and strengthen	adults, develop and
writing (e.g., define purpose,	writing as needed by	strengthen writing as needed
which is to persuade, state	planning, revising, editing,	by planning, revising, editing,
your claim, gather evidence,	rewriting, or trying a new	rewriting, or trying a new
create your argument, provide	approach.	approach, focusing on how
a meaningful conclusion)		well purpose and audience
focused on a specific purpose		have been addressed.
and audience.		
7.WP.j2 Identify how	Comprehension and	7.SL.2 Analyze the main
information on a topic or text	Collaboration	ideas and supporting details
presented in diverse media	SL2.Integrate and evaluate	presented in diverse media
and formats (e.g., visually,	information presented in	and formats (e.g., visually,
quantitatively, orally)	diverse media and formats,	quantitatively, orally) and
contributes to understanding.	including visually,	explain how the ideas clarify
	quantitatively, and orally.	a topic, text, or issue under
		study.

7.WP.j3 List internet search terms for a topic of persuasive writing.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WP.j5 Describe how the claims within a speaker's argument matches own argument.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	7.SL.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WP.j7 Use a standard format to produce citations.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented

be presented	1	1
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.k1 Provide an	Text Types and Purposes	7.W.1 Write an argument to
introduction that introduces	W1. Write arguments to	support claims with clear
the writer's claims and	support claims in an analysis	reasons and relevant
acknowledges alternate or	of substantive topics or texts,	evidence.
opposing claims.	using valid reasoning and	a. Introduce claim(s),
	relevant sufficient evidence.	acknowledge alternate or
		opposing claims, and
		organize the reasons and
		evidence logically.
7.WP.k2 Create an	Text Types and Purposes	7.W.1 Write arguments to
organizational structure in	W1. Write arguments to	support claims with clear
which ideas are logically	support claims in an analysis	reasons and relevant
grouped to support the	of substantive topics or texts,	evidence.
writer's claim.	using valid reasoning and	a. Introduce claim(s),
	relevant sufficient evidence.	acknowledge alternate or
		opposing claims, and
		organize the reasons and
		evidence logically.

Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.11 Provide arguments to	Text Types and Purposes	7.W.1 Write an argument to
support claims with logical	W1. Write arguments to	support claims with clear
reasoning and relevant	support claims in an analysis	reasons and relevant
evidence from credible	of substantive topics or texts,	evidence.
sources.	using valid reasoning and	b. Support claim(s) with
	relevant sufficient evidence.	logical reasons and relevant
		evidence, using accurate,
		credible sources and
		demonstrating an
		understanding of the topic or
		text.
7.WP.12 Use words, phrases,	Text Types and Purposes	7.W.1 Write an argument to
and clauses to link opinions	W1. Write arguments to	support claims with clear
and reasons and clarify	support claims in an analysis	reasons and relevant
relationship of ideas.	of substantive topics or texts,	evidence.
	using valid reasoning and	c. Use words, phrases, and
	relevant sufficient evidence.	clauses to create cohesion and
		clarify the relationships
		among claim(s), reasons, and
		evidence.

Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.m1 Maintain a	Text Types and Purposes	7.W.1 Write an argument to
consistent style and voice	W1. Write arguments to	support claims with clear
throughout writing (e.g., third	support claims in an analysis	reasons and relevant
person for formal style,	of substantive topics or texts	evidence.
accurate and efficient word	using valid reasoning and	d. Establish and maintain a
choice, sentence fluency, and	relevant sufficient evidence.	formal style.
voice should be active versus		
passive).		

Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.n1 Provide a	Text Types and Purposes	7.W.1 Write an argument to
concluding statement or	W1. Write arguments to	support claims with clear
section that supports and	support claims in an analysis	reasons and relevant
summarizes the argument	of substantive topics or texts,	evidence.
presented.	using valid reasoning and	e. Provide a concluding
	relevant sufficient evidence.	statement or section that
		follows from and supports the
		argument presented.

Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WP.o1 Produce a clear and	Production and Distribution	7.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose (e.g., to	coherent writing in which the	and style are appropriate to
persuade), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
7.WP.o2 With guidance and	Production and Distribution	7.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach, focusing on how
		well purpose and audience
		have been addressed.

Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.i1 Discuss how own	Comprehension and	8.SL.1 Engage effectively in
view or opinion changes	Collaboration	a range of collaborative
using new information	SL1. Prepare for and	discussions (one-on-one, in
provided by others.	participate effectively in a	groups, and teacher-led) with
	range of conversations and	diverse partners on grade 8
	collaborations with diverse	topics, texts, and issues,
	partners, building on others'	building on others' ideas and
	ideas and expressing their	expressing their own clearly.
	own clearly and persuasively.	d. Acknowledge new
		information expressed by
		others and, when warranted,
		qualify, or justify their own
		views considering the
		evidence presented.
8.WP.i2 Evaluate the motives	Comprehension and	8.SL.2 Analyze the purpose
and purpose behind	Collaboration	of information presented in
information presented in	SL2. Integrate and evaluate	diverse media and format
diverse media and format for	information presented in	(e.g., visually, quantitatively,
persuasive reasons.	diverse media and formats,	orally) and evaluate the
	including visually,	motives (e.g., social,
	quantitatively, and orally.	commercial, political) behind
		its presentation.
8.WP.i3 Evaluate the	Comprehension and	8.SL.3 Delineate a speaker's
soundness or accuracy (e.g.,	Collaboration	argument and specific claims,
Does the author have multiple	SL3. Evaluate a speaker's	evaluating the soundness of
sources to validate	point of view, reasoning, and	the reasoning and relevance
information?) of reasons	use of evidence and rhetoric	and sufficiency of the
presented to support a claim.		evidence and identifying
		when irrelevant evidence is
		introduced.

Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WP.j4 Use a standard format to produce citations.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented

be presented		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.k1 Provide an	Text Types and Purposes	8.W.1 Write an argument to
introduction that introduces	W1. Write arguments to	support claims with clear
the writer's claims and	support claims in an analysis	reasons and relevant
distinguishes it from alternate	of substantive topics or texts,	evidence.
or opposing claims.	using valid reasoning and	a. Introduce claim(s),
	relevant sufficient evidence.	acknowledge, and distinguish
		the claim(s) from alternate or
		opposing claims and organize
		the reasons and evidence
		logically.
8.WP.k2 Create an	Text Types and Purposes	8.W.1 Write arguments to
organizational structure in	W1. Write arguments to	support claims with clear
which ideas are logically	support claims in an analysis	reasons and relevant
grouped to support the	of substantive topics or texts,	evidence.
writer's claim.	using valid reasoning and	a. Introduce claim(s),
	relevant sufficient evidence.	acknowledge, and distinguish
		the claim(s) from alternate or
		opposing claims, and
		organize the reasons and
		evidence logically.

examples to support focus (claim/thesis) and a response to opposing claims of the audience		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.11 Provide arguments to	Text Types and Purposes	8.W.1 Write arguments to
support claims with logical	W1. Write arguments to	support claims with clear
reasoning and relevant	support claims in an analysis	reasons and relevant
evidence from credible	of substantive topics or texts,	evidence.
sources	using valid reasoning and	b. Support claim(s) with
	relevant sufficient evidence.	logical reasoning and
		relevant evidence, using
		accurate, credible sources and
		demonstrating an
		understanding of the topic or
		text.
8.WP.12 Use words, phrases,	Text Types and Purposes	8.W.1 Write an argument to
and clauses to link opinions	W1. Write arguments to	support claims with clear
and reasons and to clarify	support claims in an analysis	reasons and relevant
relationship of ideas.	of substantive topics or texts,	evidence.
	using valid reasoning and	c. Use words, phrases, and
	relevant sufficient evidence.	clauses to create cohesion and
		clarify the relationships
		among claim(s), counter
		claims, reasons, and
		evidence.

Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience

Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice

consistent ansecuise style and te		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.m1 Maintain a	Text Types and Purposes	8.W.1 Write an argument to
consistent style and voice	W1. Write arguments to	support claims with clear
throughout writing (e.g., third	support claims in an analysis	reasons and relevant
person for formal style,	of substantive topics or texts,	evidence.
accurate and efficient word	using valid reasoning and	d. Establish and maintain a
choice, sentence fluency, and	relevant sufficient evidence.	formal style.
voice should be active		
versus passive).		

Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.n1 Provide a	Text Types and Purposes	8.W.1 Write an argument to
concluding statement or	W1. Write arguments to	support claims with clear
section that supports and	support claims in an analysis	reasons and relevant
summarizes the argument	of substantive topics or texts,	evidence.
presented.	using valid reasoning and	e. Provide a concluding
	relevant sufficient evidence.	statement or section that
		follows from and supports the
		argument presented.

Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WP.o1 Produce a clear and	Production and Distribution	8.W.4 Produce clear and
coherent permanent product	of Writing	coherent writing in which the
that is appropriate to the	W4. Produce clear and	development, organization,
specific task, purpose, (e.g.,	coherent writing in which the	and style are appropriate to
to persuade), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and	
	audience.	
8.WP.o2 With guidance and	Production and Distribution	8.W.5 With some guidance
support from peers and	of Writing	and support from peers and
adults, strengthen writing by	W5. Develop and strengthen	adults, develop and
revising and editing.	writing as needed by	strengthen writing as needed
	planning, revising, editing,	by planning, revising, editing,
	rewriting, or trying a new	rewriting, or trying a new
	approach.	approach, focusing on how
		well purpose and audience
		have been addressed.

Grades 9-10

Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)

	solicitat and scientific documents	
Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
910		
910.WP.a1 Evaluate a	Comprehension and	9-10.SL.3 Evaluate a
speaker's point of view,	Collaboration	speaker's point of view,
reasoning, and use of	SL3. Evaluate a speaker's	reasoning, and use of
evidence for false statements,	point of view, reasoning, and	evidence and rhetoric,
faulty reasoning, or	use of evidence and rhetoric	identifying any fallacious
exaggeration.		reasoning or exaggerated or
		distorted evidence.
910.WP.a2 Evaluate an	Research To Build and	9-10.W.9 Draw evidence
argument within a text to	Present knowledge	from literary or information
determine if reasoning is	W9. Draw evidence from	texts to support analysis,
valid; reasoning is accurate;	literary or informational texts	reflection, and research.
evidence is relevant; and	to support analysis, reflection,	b. Apply grade 9-10 Reading
evidence is sufficient.	and research.	standard to literary nonfiction
		(e.g., "Delineate and evaluate
		the argument and specific
		claims in a text, assessing
		whether the reasoning is
		valid, and the evidence is
		relevant and sufficient;
		identify false statements and
		fallacious reasoning").

Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis

Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	9.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among (claims, counterclaims, reasons, and evidence.

910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
910.WP.b6 Identify evidence for claim(s) and counterclaim(s).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a
		standard format for citation.
910.WP.b8 Use a standard format to produce citations.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
910 910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write arguments to support claims in an analysis of substantive topic s or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice

Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 9-10.W.1 Write an argument to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Progress Indicator: H.WP.e articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing

which is arguing	r	
Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
910		
910.WP.e1 Provide a	Text Types and Purposes	9-10.W.1 Write an argument
concluding statement or	W1. Write arguments to	to support t claims with clear
section that supports the	support claims in an analysis	reasons and relevant
argument presented by stating	of substantive topics or texts,	evidence.
the significance of the claim.	using valid reasoning and	e. Provide a concluding
	relevant sufficient evidence.	statement or section that
		follows from and supports the
		argument presented.

Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
910		
9-10.WP.f1 Produce a clear	Production and Distribution	9-10.W.4 Produce clear and
and coherent permanent	of Writing	coherent writing in which the
product that is appropriate to	W4. Produce clear and	development, organization,
the specific task, purpose	coherent writing in which the	and style are appropriate to
(e.g., to persuade), and	development, organization,	task, purpose, and audience.
audience.	and style is appropriate to	
	task, purpose, and audience.	
910.WP.f2 Strengthen writing	Production and Distribution	9-10.W.5 Develop and
by revising and editing.	of Writing	strengthen writing as needed
	W5. Develop and strengthen	by planning, revising, editing,
	writing as needed by	rewriting, or trying a new
	planning, revising, editing,	approach, focusing on
	rewriting, or trying a new	addressing what is most
	approach.	significant for a specific
		purpose and audience.

Grades 11-12

Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)

	torical and scientific documents	
Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
1112.WP.a1 Evaluate a	Comprehension and	11-12.SL.3 Evaluate a
speaker's point of view,	Collaboration	speaker's point of view,
reasoning, use of evidence,	SL3. Evaluate a speaker's	reasoning, and use of
and rhetoric for ideas,	point of view, reasoning, and	evidence and rhetoric,
relationship between claims,	use of evidence and rhetoric.	assessing the stance,
reasoning, evidence, and		premises, links among ideas,
word choice.		word choice, points of
		emphasis, and tone used.
1112.WP.a2 Evaluate an	Research To Build and	11-12.W.9 Draw evidence
argument within a seminal	Present knowledge	from literary or information
text or adapted text to	W9. Draw evidence from	texts to support analysis,
determine if reasoning is	literary or informational texts	reflection, and research.
valid, reasoning is accurate,	to support analysis, reflection,	b. Apply grade 11-12
evidence is relevant, and	and research.	<i>Reading standard</i> to literary
evidence is sufficient.		nonfiction (e.g., "Delineate
		and evaluate the reasoning in
		seminal U.S. texts, including
		the application of
		constitutional principles and
		use of legal reasoning [e.g., in
		U.S., Supreme Court Case
		majority opinions and
		dissents] and the premises,
		purposes and arguments in
		works of public advocacy
		[e.g., The Federalist,
		presidential addresses]").

Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
1112.WP.b1 Gather relevant information about the topic or text and stated claims from authoritative print and/or digital sources.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

1112.WP.b4 Use context or related text to establish the significance of the claim(s).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.	Research To Build and Present knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

1112.WP.b9 Use a standard	Research To Build and	11-12.W.8 Gather relevant
format to produce citations.	Present knowledge	information from multiple
-	W8. Gather relevant	authoritative print and digital
	information from multiple	sources, using advanced
	print and digital sources,	search terms effectively;
	assess the credibility and	assess the strengths and
	accuracy of each source, and	limitations of each source in
	integrate the information	terms of the task, purpose,
	while avoiding plagiarism.	and audience; integrate
		information into the text
		selectively to maintain the
		flow of ideas, avoiding
		plagiarism and following a
		standard format for citation.

Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience

5	appropriate to intended addrence	
Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
1112.WP.c1 Develop clear	Text Types and Purposes	11-12.W.1 Write arguments
claim(s) with the most	W1. Write arguments to	to support claims in an
relevant evidence for a topic	support claims in an analysis	analysis of substantive topics
or text.	of substantive topics or texts,	or texts, using valid reasoning
	using valid reasoning and	and relevant and sufficient
	relevant sufficient evidence.	evidence.
		b. Develop claim(s) and
		counterclaims fairly and
		thoroughly, supplying the
		most relevant evidence for
		each while pointing out the
		strengths and limitations of
		both in a manner that
		anticipates the audience's
		knowledge level, concerns,
		values, and possible biases.

1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	 11-12.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and hot reasons and evidence.
1112.WP.c3 Use words,	Text Types and Purposes	between claim(s) and counterclaims. 11-12.W.1 Write an argument
phrases, and clauses to clarify the relationship among claims, counterclaims,	W1. Write arguments to support claims in an analysis of substantive topics or texts,	to support claims with clear reasons and relevant evidence.
reasons, and evidence.	using valid reasoning and relevant sufficient evidence.	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	11-12.W.1 Write an argument to support claims with clear reasons and relevant evidence.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are
		writing.

Progress Indicator: H.WP.e articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
1112.WP.e1 Provide a	Text Types and Purposes	11-12.W.1 Write an argument
concluding statement or	W1. Write arguments to	to support claims with clear
section that supports the	support claims in an analysis	reasons and relevant
argument presented by stating	of substantive topics or texts,	evidence.
the significance of the claim	using valid reasoning and	e. Provide a concluding
and/or presenting next steps	relevant sufficient evidence.	statement or section that
related to the topic.		follows from and supports the
		argument presented.

Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message

evidence, overall conesion, and impact of style, tone, and voice on message		
Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
11-12.WP.f1 Produce a clear	Production and Distribution	11-12.W.4 Produce clear and
and coherent permanent	of Writing	coherent writing in which the
product that is appropriate to	W4. Produce clear and	development, organization,
the specific task, purpose (to	coherent writing in which the	and style are appropriate to
persuade), and audience.	development, organization,	task, purpose, and audience.
	and style are appropriate to	
	task, purpose, and audience.	
1112.WP.f2 Strengthen	Production and Distribution	11-12.W.5 Develop and
writing by revising and	of Writing	strengthen writing as needed
editing.	W5. Develop and strengthen	by planning, revising, editing,
	writing as needed by	rewriting, or trying a new
	planning, revising, editing,	approach, focusing on
	rewriting, or trying a new	addressing what is most
	approach.	significant for a specific
		purpose and audience.

Grade K

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WA.1 With guidance and	Production and Distribution	K.W.6 With guidance and
support from adults, explore a	of Writing	support from adults, explore a
variety of digital tools to	W6. Use technology,	variety of digital tools to
produce and publish writing,	including the Internet, to	produce and publish writing,
including in collaboration	produce and publish writing	including in collaboration
with peers.	and to interact and	with peers.
-	collaborate with others.	
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
	D : 077 1 1	

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WA.2 Use drawings or	Presentation of Knowledge	K.SL.5 Add drawings or
visual displays to add detail	and Ideas	other visual displays to
to written products or oral	SL5. Make strategic use of	descriptions as desired to
discussions.	digital media and visual	provide additional detail.
	displays of data to express	
	information and enhance	
	understanding of	
	presentations.	

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WA.3 Print many upper-	Conventions of Standard	K.L.1 Demonstrate command
and lowercase letters.	English	of the conventions of
	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	a. Print many upper- and
		lowercase letters.
K.WA.4 Use high frequency	Conventions of Standard	K.L.1 Demonstrate command
nouns in dictating or writing.	English	of the conventions of
	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	b. Use frequently occurring
		nouns and verbs.
K.WA.5 Form regular plural	Conventions of Standard	K.L1.Demonstrate command
nouns orally by adding /s/ or	English	of the conventions of
/es/ (e.g., dog, dogs; wish,	L1. Demonstrate command of	standard English grammar
wishes).	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	c. Form regular plural nouns
		orally by adding /s/ or /es/
		(e.g., dog, dogs; wish,
		wishes).

K.WA.6 Complete sentences	Conventions of Standard	K.L.1 Demonstrate command
in a shared language activity.	English	of the conventions of
	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	f. Produce and expand
		complete sentences in shared
		language activities.

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WA.7 Capitalize the first	Conventions of Standard	K.L.2 Demonstrate command
word in a sentence and the	English	of the conventions of
pronoun <i>I</i> .	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	a. Capitalize the first word in
	when writing.	a sentence and the pronoun.
K.WA.8 Write a letter or	Conventions of Standard	K.L.2 Demonstrate command
letters for consonant and	English	of the conventions of
short-vowel sounds	L2. Demonstrate command	standard English
(phonemes).	of the conventions of	capitalization, punctuation,
	standard English	and spelling when writing.
	capitalization, punctuation,	c. Write a letter or letters for
	and spelling when writing.	most consonant and short-
		vowel sounds
		(phonemes).

Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.WA.9 Use words and	Vocabulary Acquisition and	K.L.6 Use words and phrases
phrases acquired through	Use	acquired through
conversations, reading, and	L6. Acquire and use	conversations, reading, and
being read to, and responding	accurately a range of general	being read to, and responding
to texts.	academic and domain-	to texts.
	specific words and phrases	
	sufficient for reading, writing,	
	speaking, and listening at the	
	college and career readiness	
	level; demonstrate	
	independence in gathering	
	vocabulary knowledge when	
	encountering an unknown	
	term important to	
	comprehension or expression.	

Grade 1

	1	1
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WA.1 With guidance and	Research To Build and	1.W.6 With guidance and
support from adults, use a	Present knowledge	support from adults, use a
variety of digital tools (e.g.,	W6. Use technology,	variety of digital tools to
word processing, Internet) to	including the Internet, to	produce and publish writing,
produce and publish writing,	produce and publish writing	including in collaboration
including collaborating with	and to interact and	with peers.
peers.	collaborate with others.	
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WA.2 Use drawings or	Presentation of Knowledge	1.SL.5 Add drawings or other
visual displays to add detail	and Ideas	visual displays to descriptions
to written products or oral	SL5. Make strategic use of	when appropriate to clarify
discussions.	digital media and visual	ideas, thoughts, and feelings.
	displays of data to express	
	information and enhance	
	understanding of	
	presentations.	

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WA.3 Produce (through	Presentation of Knowledge	1.SL.6 Produce complete
dictation, writing, word array,	and Ideas	sentences when appropriate to
picture) complete sentences	SL6. Adapt speech to a	task and situation.
when appropriate to task and	variety of contexts and	
situation.	communicative tasks,	
	demonstrating command of	
	formal English when	
	indicated or appropriate.	

Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WA.4 Print upper- and	Conventions of Standard	1.L.1 Demonstrate command
lowercase letters.	English	of the conventions of
	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	a. Print all upper- and
		lowercase letters.
1.WA.5 Use frequently	Conventions of Standard	1.L.1 Demonstrate command
occurring nouns in dictating	English	of the conventions of
or writing.	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	b. Use common, proper, and
		possessive nouns.

 1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my;</i> <i>they, them, their; anyone,</i> <i>everything</i>) within writing. 1.WA.7 Use frequently 	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Conventions of Standard	 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. 1.L.1 Demonstrate command
occurring adjectives in dictating or writing.	English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	of the conventions of standard English grammar and usage when writing or speaking. f. Use frequently occurring adjectives.
1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He</i> <i>hops; We hop</i>).
1.WA.9 Use verbs to convey a sense of past, present, or future in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	 1.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home. Tomorrow I will walk home).
1.WA.10 Use frequently occurring prepositions (e.g., <i>on, in</i>) in dictating or writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).

1.WA.1i Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).
1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	 1.L.1j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Come Content Connectories 1	CCSS Anchor Standards	Common Core State Standard
Core Content Connectors: 1 1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short- vowel sounds (phonemes).
1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.
1.WA.15 Use end punctuation for sentences.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.

frequently occurring irregular words.
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Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.WA.17 Use words and	Vocabulary Acquisition and	1.L.6 Use words and phrases
phrases acquired through	Use	acquired through
conversations, reading, and	L4. Present information,	conversations, reading, and
being read to, and responding	findings, and supporting	being read to, and responding
to texts, or when adding	evidence such that listeners	to texts, including using
captions or simple sentences	can follow the line of	frequently occurring
to illustrations or drawings,	reasoning and the	conjunctions to signal simple
including using frequently	organization, development,	relationships (e.g., because).
occurring conjunctions to	and style are appropriate to	
signal simple relationships	task, purpose, and audience.	
(e.g., <i>because</i>).		

CCSS Anchor Standards	Common Core State Standard
Conventions of Standard	1.L.2 Demonstrate command
English L2. Demonstrate	of the conventions of
command of the conventions	standard English grammar
of standard English	and usage when writing or
capitalization, punctuation,	speaking.
and spelling when writing.	b. Use end punctuation for
	sentences.
	Common Core State Standard
	2.W.6 With guidance and
e	support from adults, use a
C1	variety of digital tools to
U	produce and publish writing,
	including in collaboration
	with peers.
collaborate with others.	
	Commence Come State Stars I and
	Common Core State Standard
8	2.SL.5 Create audio
-	recordings of stories or
6 6	poems; add drawings or other
1 0	visual displays to stories or
1	recounts of experiences when
e	appropriate to clarify ideas,
presentations.	thoughts, and feelings
CCSS Anchor Standards	Common Core State Standard
	2.SL.6 Produce complete
e	sentences when appropriate to
	task and situation in order to
	provide requested detail or
· · · · · · · · · · · · · · · · · · ·	clarification.
0	
indicated or appropriate.	
	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS Anchor Standards Research To Build and Present knowledge W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS Anchor Standards Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS Anchor Standards Presentation of Knowledge and Ideas SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WA.5 Use collective and	Conventions of Standard	2.L.1 Demonstrate command
irregular plural nouns within	English	of the conventions of
writing.	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing and
	English grammar and usage	speaking.
	when writing or speaking.	a. Use collective nouns
		(e.g., <i>group</i>).
		b. Form and use frequently
		occurring irregular plural
		nouns (e.g., feet, children,
		teeth, mice, fish).
2.WA.6 Use past tense	Conventions of Standard	2.L.1 Demonstrate command
irregular verbs within writing.	English	of the conventions of
	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing and
	English grammar and usage	speaking.
	when writing or speaking.	d. Form and use the past tense
		of frequently occurring
		irregular verbs (e.g.,
2 WA 7 Line adjusting and	Conventions of Standard	sat, hid, told).
2.WA.7 Use adjectives and		2.L.1 Demonstrate command of the conventions of
adverbs within writing.	English L1. Demonstrate command of	
	the conventions of standard	standard English grammar
		and usage when writing and speaking.
	English grammar and usage when writing or speaking.	e. Use adjectives and adverbs
	when writing of speaking.	and choose between them
		depending on what is to be
		modified.
2.WA.8 Use reflexive	Conventions of Standard	2.L.1 Demonstrate command
pronouns (e.g., myself,	English	of the conventions of
ourselves) within writing.	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing and
	English grammar and usage	speaking.
	when writing or speaking.	c. Use reflexive pronouns
		(e.g., myself, ourselves).

2.WA.9 Produce and expand	Conventions of Standard	2.L.1 Demonstrate command
upon simple or compound	English	of the conventions of
sentences.	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing and
	English grammar and usage	speaking.
	when writing or speaking.	f. Produce, expand, and
		rearrange complete simple
		and compound sentences
		(e.g., The boy watched the
		movie; The little boy watched
		the movie; The action movie
		was watched by the little
		boy).

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WA.10 Write a letter or	Conventions of Standard	K.L.2 Demonstrate command
letters for consonant and	English	of the conventions of
short-vowel sounds	L2. Demonstrate command	standard English
(phonemes).	of the conventions of	capitalization, punctuation,
	standard English	and spelling when writing.
	capitalization, punctuation,	c. Write a letter or letters for
	and spelling when writing.	most consonant and short-
		vowel sounds (phonemes).
2.WA.11 Use end	Conventions of Standard	1.L.2 Demonstrate command
punctuation for sentences.	English	of the conventions of
	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	b. Use end punctuation for
	when writing.	sentences.
2.WA.12 Use conventional	Conventions of Standard	1.L.2 Demonstrate command
spelling for words with	English	of the conventions of
common spelling patterns.	L2. Demonstrate command	standard English
	of the conventions of	capitalization, punctuation,
	standard English	and spelling when writing.
	capitalization, punctuation,	d. Use conventional spelling
	and spelling when writing.	for words with common
		spelling patterns and for
		frequently occurring irregular
		words.
2.WA.13 Capitalize dates,	Conventions of Standard	2.L.2 Demonstrate command
names of people, holidays,	English	of the conventions of
product names, and	L2. Demonstrate command	standard English
geographic names.	of the conventions of	capitalization, punctuation,
	standard English	and spelling when writing.
	capitalization, punctuation,	a. Capitalize holidays,
	and spelling when writing.	product names, and
		geographic names.

Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.WA.14 Use words and	Vocabulary Acquisition and	2.L.6 Use words and phrases
phrases acquired through	Use L6. Use words and	acquired through
conversations, reading, and	phrases acquired through	conversations, reading, and
being read to, and responding	conversations, reading, and	being read to, and responding
to texts, including using	being read to, and responding	to texts, including using
adjectives and adverbs to	to texts, including using	adjectives and adverbs to
describe (e.g., When other	adjectives and adverbs to	describe (e.g., When other
kids are happy that makes me	describe (e.g., When other	kids are happy that makes me
happy).	kids are happy that makes me	happy).
	happy).	

Grade 3		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WA1. Develop keyboarding	Production and Distribution	3.W.6 With guidance and
skills.	of Writing	support from adults, use
	W6. Use technology,	technology to produce and
	including the Internet, to	publish writing (using
	produce and publish writing	keyboarding skills) as well as
	and to interact and	to interact and collaborate
	collaborate with others.	with others.
3.WA.2 With guidance and	Production and Distribution	3.W.6 With guidance and
support from adults, use	of Writing	support from adults, use
technology to produce and	W6. Use technology,	technology to produce and
publish writing (e.g., use	including the Internet, to	publish writing (using
Internet to gather	produce and publish writing	keyboarding skills)
information, word processing	and to interact and	as well as to interact and
to generate and collaborate on	collaborate with others.	collaborate with others.
writing).		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WA.3 Report on a topic,	Presentation of Knowledge	3.SL.4 Report on a topic or
story or claim using a logical	and Ideas SL4.	text, tell a story, or recount an
sequence of ideas,	Present information, findings,	experience with appropriate
appropriate facts, and	and supporting evidence such	facts and relevant, descriptive
relevant, descriptive details.	that listeners can follow the	details; speak clearly at an
	line of reasoning and the	understandable pace.
	organization, development,	
	and style are appropriate to	
	task, purpose, and	
	audience.	
Come Content Connectoria 2	CCSS Anchon Stor danda	Common Cons State Star 1
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WA.4 Add audio recordings	.	3.SL.5 Create engaging audio
and visual displays when	and Ideas SL5. Create engaging audio recordings of	recordings of stories or poems that demonstrate fluid
appropriate to emphasize or enhance certain facts or	stories or poems that	reading at an understandable
details.	demonstrate fluid reading at	pace; add visual displays
	an understandable pace; add	when appropriate to
	visual displays when	emphasize or enhance certain
	appropriate to emphasize or	facts or details.
	enhance certain facts or	
	dotails	

details.

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WA.5 Identify nouns	Conventions of Standard	3.L.1 Demonstrate command
(regular, irregular, abstract),	English	of the conventions of
verbs (regular, irregular,	L1. Demonstrate command of	standard English grammar
simple tenses), adjectives,	the conventions of standard	and usage when writing or
and/or adverbs within	English grammar and usage	speaking.
sentences.	when writing or speaking.	a. Form and use regular and
		irregular plural nouns.
		b. Use abstract nouns (e.g.,
		childhood).
		c. Form and use regular and
		irregular verbs.
		d. Form and use comparative
		and superlative adjectives and
		adverbs and choose between
		them depending on what is to
		be modified.
3.WA.6 Use simple and	Conventions of Standard	3.L.1 Demonstrate command
compound sentences in	English L1. Demonstrate command of	of the conventions of
informative/explanatory writing.	the conventions of standard	standard English grammar and usage when writing or
witting.	English grammar and usage	speaking.
	when writing or speaking.	e. Produce simple,
	when writing of speaking.	compound, and complex
		sentences.
3.WA.7 Use nouns (regular,	Conventions of Standard	3.L.1 Demonstrate command
irregular, abstract), verbs	English	of the conventions of
(regular, irregular, simple	L1. Demonstrate command of	standard English grammar
tenses), adjectives, and/or	the conventions of standard	and usage when writing or
adverbs within writing.	English grammar and usage	speaking.
	when writing or speaking.	a. Form and use regular and
		irregular plural nouns.
		b. Use abstract nouns (e.g.,
		childhood).
		c. Form and use regular and
		irregular verbs.
		d. Form and use comparative
		and superlative adjectives and
		adverbs and choose between
		them depending on what is to
		be modified.

3.WA.8 Use correct subject-	Conventions of Standard	3.L.1 Demonstrate command
verb and pronoun-antecedent	English	of the conventions of
agreement within writing.	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	e. Ensure subject-verb and
		pronoun- antecedent
		agreement.

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WA.9 Capitalize words in	Conventions of Standard	3.L.2 Demonstrate command
holidays, product names,	English	of the conventions of
geographic names, and	L2. Demonstrate command of	standard English
appropriate words in a title.	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	a. Capitalize appropriate
	when writing.	words in titles.
3.WA.10 Use quotation	Conventions of Standard	3.L.2 Demonstrate command
marks within writing.	English	of the conventions of
	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	c. Use commas and
	when writing.	quotations marks in dialogue
3.WA.11 Use conventional	Conventions of Standard	3.L.2 Demonstrate command
spelling (e.g., sitting, smiled,	English	of the conventions of
cries) and spelling patterns	L2. Demonstrate command of	standard English
(e.g., word families, syllable	the conventions of standard	capitalization, punctuation,
patterns, ending rules) in	English capitalization,	and spelling when writing.
writing words.	punctuation, and spelling	e. Use conventional spelling
	when writing.	for high- frequency and other
		studied words and for adding
		suffixes to base words (e.g.,
		sitting, smiled, cries,
		happiness).
		f. Use spelling patterns and
		generalizations (e.g., word
		families, position-based
		spellings, syllable patterns,
		ending rules, meaningful
		word parts) in writing words.

3.WA.12 Use commas	Conventions of Standard	3.L.2 Demonstrate command
accurately in addresses or	English	of the conventions of
dialogue within writing.	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	c. Use commas and
	when writing.	quotations marks in dialogue.

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WA.13 Choose words and	Conventions of Standard	3.L.3 Use knowledge of
phrases for appropriate effect	English	language and its conventions
(e.g., to inform) within	L2. Demonstrate command of	when writing, speaking,
writing.	the conventions of standard	reading, or listening.
	English capitalization,	a. Choose words and phrases
	punctuation, and spelling	for effect.
	when writing.	
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.WA.14 Use grade	Vocabulary Acquisition and	3.L.6 Acquire and use
appropriate general academic	Use	accurately grade- appropriate
and domain-specific	L6. Acquire and use	conversation, general
vocabulary accurately within	accurately a range of general	academic, and domain-
writing.	academic and domain-	specific words and phrases,
	specific words and phrases	including those that signal
	sufficient for reading, writing,	spatial and temporal
	speaking, and listening at the	relationships (e.g., After
	college and career readiness	dinner that night we went
	level; demonstrate	looking for them).
	independence in gathering	
	vocabulary knowledge when	
	encountering an unknown	
	term important to	
	comprehension or expression.	

Grade 4

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WA.1 Develop keyboarding skills.	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	4.W.6 With 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 setting.
4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	4.W.6 With 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 setting.

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WA.3 Report on a topic,	Presentation of Knowledge	4.SL.4 Report on a topic or
story or claim using a logical	and Ideas	text, tell a story, or recount an
sequence of ideas,	SL4. Present information,	experience in an organized
appropriate facts, and	findings, and supporting	manner, using appropriate
relevant, descriptive details	evidence such that listeners	facts and relevant, descriptive
	can follow the line of	details to support main ideas
	reasoning and the	or themes; speak clearly at an
	organization, development,	understandable pace.
	and style are appropriate to	
	task, purpose, and audience.	

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WA.4 Add audio recordings	Presentation of Knowledge	4.SL.5 Add audio recordings
and visual displays to	and Ideas	and visual displays to
presentations when	SL5. Make strategic use of	presentations when
appropriate to enhance the	digital media and visual	appropriate to enhance the
development of main ideas or	displays of data to express	development of main ideas or
themes.	information and enhance	themes.
	understanding of	
	presentations.	

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WA.5 Use relative	Conventions of Standard	4.L.1 Demonstrate command
pronouns and relative adverbs	English	of the conventions of
in writing.	L1. Demonstrate command of	standard English grammar
č	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	a. Use relative pronouns
		(who, whose, whom, which,
		<i>that</i>) and relative adverbs
		(where, when, why).
4.WA.6 Use prepositional	Conventions of Standard	4.L.1 Demonstrate command
phrases in writing.	English	of the conventions of
	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	e. Form and use prepositional
	~	phrases.
4.WA.7 Produce simple,	Conventions of Standard	4.L.1 Demonstrate command
compound, and complex	English	of the conventions of
sentences in writing.	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage when writing or speaking.	speaking. f. Produce complete
	when writing of speaking.	sentences, recognizing and
		correcting inappropriate
		fragments and run-ons.
4.WA.8 Recognize and	Conventions of Standard	4.L.1 Demonstrate command
correct inappropriate	English	of the conventions of
fragments and run-on	L1. Demonstrate command of	standard English grammar
sentences.	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	f. Produce complete
		sentences, recognizing and
		correcting inappropriate
		fragments and run-ons.

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WA.9 Use correct	Conventions of Standard	4.L.2 Demonstrate command
capitalization in writing.	English	of the conventions of
cuprunzation in writing.	L1. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	a. Use correct capitalization.
	when writing.	
4.WA.10 Use commas and	Conventions of Standard	4.L.2 Demonstrate command
quotation marks in writing.	English	of the conventions of
	L2. Demonstrate command	standard English
	of the conventions of	capitalization, punctuation,
	standard English	and spelling when writing.
	capitalization, punctuation,	b. Use commas and quotation
	and spelling when writing.	marks to mark direct speech
	Conventions of Standard	and quotations from a text.
	English	c. Use a comma before a
	L2. Demonstrate command of	coordinating conjunction in a
	the conventions of standard	compound sentence.
	English capitalization,	
	punctuation, and spelling	
4.WA.11 Spell words	when writing. Conventions of Standard	4.L.2 Demonstrate command
correctly in writing,	English	of the conventions of
consulting references as	L1g1ish L2. Demonstrate command of	standard English
needed.	the conventions of standard	capitalization, punctuation,
needed.	English capitalization,	and spelling when writing.
	punctuation, and spelling	d. Spell grade-appropriate
	when writing.	words correctly, consulting
	6	references as needed.
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WA.12 Choose words and	Knowledge of Language	4.L.3 Use knowledge of
phrases for appropriate effect	L3. Apply knowledge of	language and its conventions
(e.g., to inform) within	language to understand how	when writing, speaking,
writing.	language functions in	reading, or listening.
	different contexts, to make	a. Choose words and phrases
	effective choices for meaning	to convey ideas precisely.
	or style, and to comprehend	
	more fully when reading or	
	listening.	

Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.WA.13 Use grade	Vocabulary Acquisition and	4.L.6 Acquire and use
appropriate general academic	Use	accurately grade-appropriate
and domain-specific	L6. Acquire and use	conversation, general
vocabulary accurately within	accurately a range of general	academic, and domain-
writing.	academic and domain-	specific words, and phrases,
	specific words and phrases	including those that signal
	sufficient for reading, writing,	precise actions, emotions, or
	speaking, and listening at the	states of being (e.g., quizzed,
	college and career readiness	<i>whined, stammered</i>) and that
	level; demonstrate	are basic to a particular topic
	independence in gathering	(e.g., wildlife, conservation,
	vocabulary knowledge when	and endangered when
	encountering an unknown	discussing animal
	term important to	preservation).
	comprehension or expression.	

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WA.1 Develop keyboarding skills.	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	5.W.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 two pages in a single setting.
5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	5.W.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 two pages in a single setting.

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WA.3 Report on a topic,	Presentation of Knowledge	5.SL.4 Report on a topic or
story or claim using a logical	and Ideas	text or present an opinion,
sequence of ideas,	SL4. Present information,	sequencing ideas logically
appropriate facts, and	findings, and supporting	and using appropriate facts
relevant, descriptive details.	evidence such that listeners	and relevant, descriptive
	can follow the line of	details to support main ideas
	reasoning and the	or themes; speak clearly at an
	organization, development,	understandable pace.
	and style are appropriate to	
	task, purpose, and	
	audience.	

Core Content Connectors: 5 5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.	CCSS Anchor Standards Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Common Core State Standard 5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Core Content Connectors: 5 5.WA.6 Recognize and correct inappropriate shifts in verb tense.	CCSS Anchor Standards Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Common Core State Standard 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.
5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	 5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.
5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WA.9 Use punctuation to	Conventions of Standard	5.L.2 Demonstrate command
separate items in a series.	English	of the conventions of
-	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	a. Use punctuation to separate
	when writing.	items in a series.
5.WA.10 Use commas	Conventions of Standard	5.L.2 Demonstrate command
accurately in writing.	English	of the conventions of
	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	b. Use a comma to separate
	when writing.	an introductory element from
		the rest of the sentence.
		c. Use a comma to set off the
		words yes and no (e.g., Yes,
		thank you), to set off a tag
		question from the rest of the
		sentence
		(e.g., It's true, isn't it?), and
		to indicate direct address
		(e.g., Is that you, Steve?).
5.WA.11 Spell words	Conventions of Standard	5.L.2 Demonstrate command
correctly in writing,	English	of the conventions of
consulting references as	L2. Demonstrate command of	standard English
needed.	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	e. Spell grade-appropriate
	when writing.	words correctly, consulting
		references as needed.

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WA.12 Expand, combine,	Knowledge of Language L3.	5.L.3 Use knowledge of
and reduce sentences for	Apply knowledge of language	language and its conventions
meaning, reader interest, and	to understand how language	when writing, speaking,
style within writing.	functions in different	reading, or listening.
	contexts, to make effective	a. Expand, combine, and
	choices for meaning or style,	reduce sentences for
	and to comprehend more	meaning, reader/listener
	fully when reading or	interest, and style.
	listening.	

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WA.13 Use the relationship	Vocabulary Acquisition and	5.L.5 Demonstrate
between particular words	Use	understanding of figurative
(e.g., synonyms, antonyms,	L5. Demonstrate	language, word relationships,
homographs) in writing to	understanding of figurative	and nuances in word
promote understanding of	language, word relationships,	meanings.
each of the words.	and nuances in word	c. Use the relationship
	meanings.	between particular words
		(e.g., synonyms, antonyms,
		homographs) to better
		understand each of the words.

Core Content Connectors: 5	CCSS Anchor Standards	Common Core State Standard
5.WA.14 Use grade	Vocabulary Acquisition and	5.L.6 Acquire and use
appropriate general academic	Use	accurately grade- appropriate
and domain-specific words	L6. Acquire and use	general academic and
and phrases accurately within	accurately a range of general	domain-specific words and
writing.	academic and domain-	phrases, including those that
	specific words and phrases	signal contrast, addition, and
	sufficient for reading, writing,	other logical relationships
	speaking, and listening at the	(e.g., however, although,
	college and career readiness	nevertheless, similarly,
	level: demonstrate	moreover, in addition).
	independence in gathering	
	vocabulary knowledge when	
	considering a word or phrase	
	important to comprehension	
	or expression.	

Grade 6

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Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.1 Use technology to	Production and Distribution	6.W.6 Use technology,
produce and publish writing.	of Writing	including the Internet, to
(e.g., use Internet to gather	W6. Use technology,	produce and publish writing
information, word processing	including the Internet, to	as well as to interact and
to generate and collaborate on	produce and publish writing	collaborate with others;
writing).	and to interact and	demonstrate sufficient
	collaborate with others.	command of keyboarding
		skills to type a minimum of
		three pages in a single setting.
6.WA.2 Develop sufficient	Production and Distribution	6.W.6 Use technology,
key boarding skills.	of Writing	including the Internet, to
	W6. Use technology,	produce and publish writing
	including the Internet, to	as well as to interact and
	produce and publish writing	collaborate with others;
	and to interact and	demonstrate sufficient
	collaborate with others.	command of keyboarding
		skills to type a minimum of
		three pages in a single setting.
Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.3 Report on a topic,	Presentation of Knowledge	6.SL.4 Present claims and
story or claim with a logical	and Ideas	findings, sequencing ideas
sequence of ideas,	SL4. Present information,	logically and using pertinent
appropriate facts, and	findings, and supporting	descriptions, facts, and details
relevant descriptive details.	evidence such that listeners	to accentuate main ideas or
	can follow the line of	themes; use appropriate eye
	reasoning and the	contact, adequate volume,
	organization, development,	and clear pronunciation.
	and style are appropriate to	
	task, purpose, and audience.	

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.4 Include multimedia	Presentation of Knowledge	6.SL.5 Include multimedia
components (e.g., graphics,	and Ideas	components (e.g., graphics,
images, music, sound) and	SL5. Make strategic use of	sound) and visual displays in
visual displays in	digital media and visual	presentation when
presentations to clarify	displays of data to express	appropriate to enhance the
information.	information and enhance	development of topic.
	understanding of	
	presentations.	
6.WA.5 Use captioned	Presentation of Knowledge	6.SL.5 Include multimedia
pictures, labeled diagrams,	and Ideas	components (e.g., graphics,
tables, or other visual	SL5. Make strategic use of	sound) and visual displays in
displays in presentations	digital media and visual	presentation when
when appropriate to support	displays of data to express	appropriate to enhance the
the topic or theme.	information and enhance	development of topic.
	understanding of	
	presentations.	

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.6 Use strategies (e.g.,	Conventions of Standard	6.L.1 Demonstrate command
clear language and correct	English	of the conventions of
grammar, vary sentence	Linghish L1. Demonstrate command of	standard English grammar
patterns, maintain consistent	the conventions of standard	and usage when writing or
tone and style) to improve	English grammar and usage	speaking.
written expression in	when writing or speaking.	e. Recognize variations from
conventional language.	when writing or speaking.	standard English in their own
conventional language.		and others' writing and
		speaking and identify and use
		strategies to improve
		expression in conventional
		language.
6.WA.7 Identify and use	Conventions of Standard	6.L.1 Demonstrate command
pronouns accurately in	English	of the conventions of
writing.	L1. Demonstrate command of	standard English grammar
winning.	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	a. Ensure that pronouns are
	when wheng of speaking.	in the proper case (subjective,
		objective, possessive).
		b. Use intensive pronouns
		(e.g., myself, ourselves).
		c. Recognize and correct
		inappropriate shifts in
		pronoun number and person.
		d. Recognize and correct
		vague pronouns (i.e., ones
		with unclear or ambiguous
		antecedents).

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.8 Use commas,	Conventions of Standard	6.L.2 Demonstrate command
parentheses, and/or dashes in	English	of the conventions of
writing to set off	L2. Demonstrate command of	standard English
nonrestrictive/parenthetical	the conventions of standard	capitalization, punctuation,
elements.	English capitalization,	and spelling when writing.
	punctuation, and spelling	a. Use punctuation (commas,
	when writing.	parentheses, dashes) to set off
		nonrestrictive/parenthetical
		elements.
6.WA.9 Spell words correctly	Conventions of Standard	6.L.2 Demonstrate command
in writing.	English	of the conventions of
	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	b. Spell correctly.
	when writing.	

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.10 Vary sentence	Knowledge of Language	6.L.3 Use knowledge of
patterns for meaning, reader	L3. Apply knowledge of	language and its conventions
interest, and style within	language to understand how	when writing, speaking,
writing.	language functions in	reading, or listening.
	different contexts, to make	a. Vary sentence patterns for
	effective choices for meaning	meaning, reader/listener
	or style, and to comprehend	interest, and style.
	more fully when reading or	
	listening.	

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.11 Use the relationship	Vocabulary Acquisition and	6.L.5 Demonstrate
between particular words	Use	understanding of figurative
(e.g., cause/effect, part/whole,	L5. Demonstrate	language, word relationships,
item/category) in writing to	understanding of figurative	and nuances in word
promote understanding of	language, word relationships,	meanings.
each of the words.	and nuances in word	b. Use the relationship
	meanings.	between particular words
		(e.g., cause/effect, part/whole,
		item/category) to better
		understand each of the words.

Core Content Connectors: 6	CCSS Anchor Standards	Common Core State Standard
6.WA.12 Use grade	Vocabulary Acquisition and	6.L.6 Acquire and use
appropriate general academic	Use	accurately grade-appropriate
and domain-specific words	L6. Acquire and use	general academic and
and phrases accurately within	accurately a range of general	domain-specific words and
writing.	academic and domain-	phrases; gather vocabulary
	specific words and phrases	knowledge when considering
	sufficient for reading, writing,	a word or phrase important to
	speaking, and listening at the	comprehension or expression.
	college and career readiness	
	level; demonstrate	
	independence in gathering	
	vocabulary knowledge when	
	considering a word or phrase	
	important to comprehension	
	or expression.	

Grade 7		
Core Content Connectors: 7 7.WA.1 Develop sufficient keyboarding skills.	CCSS Anchor Standards Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Common Core State Standard6.W.6 Use technology,including the Internet, toproduce and publish writingas well as to interact andcollaborate with others;demonstrate sufficientcommand of keyboardingskills to type a minimum of
Core Content Connectors: 7 7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	CCSS Anchor Standards Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	three pages in a single setting.Common Core State Standard7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well to interact and collaborate with others including linking to and citing sources.
Core Content Connectors: 7 7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.	CCSS Anchor Standards Research To Build and Present knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Common Core State Standard 7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims").

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WA.4 Include multimedia	Presentation of Knowledge	7.SL.5 Include multimedia
components and visual	and Ideas	components and visual
displays in presentations to	SL5. Make strategic use of	displays in presentations to
clarify claims and findings	digital media and visual	clarify claims and findings
and emphasize salient points.	displays of data to express	and emphasize salient points.
	information and enhance	
	understanding of	
	presentations.	
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WA.5 Use simple,	Conventions of Standard	7.L.1 Demonstrate command
compound, complex, and	English	of the conventions of
compound-complex	L1. Demonstrate command of	standard English grammar
sentences within writing	the conventions of standard	and usage when writing or
when appropriate.	English grammar and usage	speaking.
	when writing or speaking.	b. Choose among simple,
		compound, complex, and
		compound-complex sentences
		to signal differing relationships among ideas.
7.WA.6 Use phrases and	Conventions of Standard	7.L.1 Demonstrate command
clauses accurately within a	English	of the conventions of
sentence.	L1. Demonstrate command of	standard English grammar
sentence.	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	c. Place phrases and clauses
	when writing of speaking.	within a sentence,
		recognizing and correcting
		misplaced and dangling
		modifiers.

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WA.7 Use commas to	Conventions of Standard	7.L.2 Demonstrate command
separate coordinate	English	of the conventions of
adjectives.	L2. Demonstrate command	standard English
5	of the conventions of	capitalization, punctuation,
	standard English	and spelling when writing.
	capitalization, punctuation,	a. Use a comma to separate
	and spelling when writing.	coordinate adjectives (e.g., It
		was a fascinating, enjoyable
		movie but not He wore an old
		[,] green shirt.)
7.WA.8 Spell words correctly	Conventions of Standard	7.L.2 Demonstrate command
in writing.	English	of the conventions of
	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	b. Spell correctly.
	when writing.	
Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.W.9 Choose language that	Knowledge of Language	7.L.3 Use knowledge of
expresses ideas precisely and	L3. Apply knowledge of	language and its conventions
concisely, by eliminating	language to understand how	when writing, speaking,
wordiness and redundancy.	language functions in	reading, or listening.
	different contexts, to make	a. Choose language that
	effective choices for meaning	expresses ideas precisely and
	or style, and to comprehend	concisely, recognizing and
	more fully when reading or	eliminating wordiness and
	listening.	redundancy.

Core Content Connectors: 7	CCSS Anchor Standards	Common Core State Standard
7.WA.10 Use grade	Vocabulary Acquisition and	7.L.6 Acquire and use
appropriate general academic	Use	accurately grade- appropriate
and domain-specific words	L6. Acquire and use	general academic and
and phrases accurately within	accurately a range of general	domain-specific words and
writing.	academic and domain-	phrases; gather vocabulary
	specific words and phrases	knowledge when considering
	sufficient for reading, writing,	a word or phrase important to
	speaking, and listening at the	comprehension or expression.
	college and career readiness	
	level; demonstrate	
	independence in gathering	
	vocabulary knowledge when	
	considering a word or phrase	
	important to comprehension	
	or expression.	

Grade 8		
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.1 Use technology to	Production and Distribution	8.W.6 Use technology,
produce and publish writing	of Writing	including the Internet, to
(e.g., use word processing to	W6. Use technology,	produce and publish writing
generate and collaborate on	including the Internet, to	and present the relationships
writing).	produce and publish writing	between information and
	and to interact and	ideas efficiently as well as
	collaborate with others.	to interact and collaborate
		with others.
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.2 Provide evidence	Research To Build and	8.W.9 Draw evidence from
from grade texts to support	Present knowledge	literary or informational texts
analysis, reflection, and	W9. Draw evidence from	to support analysis, reflection,
research.	literary or informational texts	and research.
	to support analysis,	a. Apply grade 8 Reading
	reflection, and research.	standards to literature (e.g.,
		"Analyze how a modern work
		of fiction draws on themes,
		patterns of events, or
		character types from myths,
		traditional stories, or religious
		works such as the Bible,
		including describing how the
		material is rendered new").
		b. Apply grade 8 Reading
		standards to literary
		nonfiction (e.g., "Delineate
		and evaluate the argument
		and specific claims in a text,
		assessing whether the
		reasoning is sound, and the
		evidence is relevant and
		sufficient. Recognize when
		irrelevant evidence is
		introduced").

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.3 Include multimedia	Presentation of Knowledge	8.SL.5 Integrate multimedia
components and visual	and Ideas	and visual displays into
displays in presentations to	SL5. Make strategic use of	presentations to clarify
clarify claims and findings	digital media and visual	information, strengthen
and emphasize salient points.	displays of data to express	claims and evidence, and add
1 1	information and enhance	interest.
	understanding of	
	presentations.	
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.3 Include multimedia	Presentation of Knowledge	8.SL.5 Integrate multimedia
components and visual	and Ideas	and visual displays into
displays in presentations to	SL5. Make strategic use of	presentations to clarify
clarify claims and findings	digital media and visual	information, strengthen
and emphasize salient points.	displays of data to express	claims and evidence, and add
	information and enhance	interest.
	understanding of	
	presentations.	
	1	
Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.4 Use active and	Conventions of Standard	8.L.1 Demonstrate command
passive verbs in writing.	English	of the conventions of
	L1. Demonstrate command of	standard English grammar
	the conventions of standard	and usage when writing or
	English grammar and usage	speaking.
	when writing or speaking.	b. Form and use verbs in the
		active and passive voice.
8.WA.5 Use verbs in	Conventions of Standard	8.L.1 Demonstrate command
indicative, imperative,	English	of the conventions of
interrogative, conditional,	L1. Demonstrate command of	standard English grammar
and/or subjunctive mood in	the conventions of standard	and usage when writing or

the conventions of standard

English grammar and usage

when writing or speaking.

and/or subjunctive mood in

writing.

and usage when writing or

c. Form and use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood.

speaking.

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.6 Use punctuation	Conventions of Standard	8.L.2 Demonstrate command
(e.g., comma, ellipsis, dash)	English	of the conventions of
to indicate a pause or break.	L2. Demonstrate command of	standard English
	the conventions of standard	capitalization, punctuation,
	English capitalization,	and spelling when writing.
	punctuation, and spelling	a. Use punctuation (comma,
	when writing.	ellipsis, dash) to indicate a
		pause or break.
8.WA.7 Spell words correctly	Conventions of Standard	8.L.2 Demonstrate command
in writing.	English	of the conventions of
	L2. Demonstrate command	standard English
	of the conventions of	capitalization, punctuation,
	standard English	and spelling when writing.
	capitalization, punctuation,	c. Spell correctly.
	and spelling when writing.	

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.8 Use active and	Knowledge of Language	8.L.3 Use knowledge of
passive voice in writing to	L3. Apply knowledge of	language and its conventions
achieve effect.	language to understand how	when writing, speaking,
	language functions in	reading, or listening.
	different contexts, to make	a. Use verbs in the active and
	effective choices for meaning	passive voice and in the
	or style, and to comprehend	conditional and subjunctive
	more fully when reading or	mood to achieve effects (e.g.,
	listening.	emphasizing the actor or the action, expressing uncertainty
		or describing a state contrary
		to fact).
8.WA.9 Use verbs in the	Knowledge of Language	8.L.3 Use knowledge of
conditional and subjunctive	L3. Apply knowledge of	language and its conventions
mood to achieve effect.	language to understand how	when writing, speaking,
	language functions in	reading, or listening.
	different contexts, to make	a. Use verbs in the active and
	effective choices for meaning	passive voice and in the
	or style, and to comprehend	conditional and subjunctive
	more fully when reading or	mood to achieve effects (e.g.,
	listening.	emphasizing the actor or the
		action, expressing uncertainty
		or describing a state contrary
		to fact).

Core Content Connectors: 8	CCSS Anchor Standards	Common Core State Standard
8.WA.10 Use grade	Vocabulary Acquisition and	8.L.6 Acquire and use
appropriate general academic	Use	accurately grade- appropriate
and domain-specific words	L6. Acquire and use	general academic and
and phrases accurately within	accurately a range of general	domain-specific words and
writing.	academic and domain-	phrases; gather vocabulary
	specific words and phrases	knowledge when considering
	sufficient for reading, writing,	a word or phrase important to
	speaking, and listening at the	comprehension or expression.
	college and career readiness	
	level; demonstrate	
	independence in gathering	
	vocabulary knowledge when	
	considering a word or phrase	
	important to comprehension	
	or expression.	

Grades 9-10

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
910		
910.WA.1 Use technology to	Production and Distribution	9-10.W.6 Use technology,
produce and publish writing.	of Writing	including the Internet, to
(e.g., use internet to gather	W6. Use technology,	produce, publish, and update
information, word processing	including the Internet, to	individual or shared writing
to generate and collaborate on	produce and publish writing	products, taking advantage of
writing).	and to interact and	technology's capacity to link
	collaborate with others.	to other information and to
		display information flexibly
		and dynamically.

Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.	Research To Build and Present knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare"). b. Apply grade 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
910		
910.WA.3 Include digital or	Presentation of Knowledge	9-10.SL.5 Make strategic use
multimedia components and	and Ideas	of digital media (e.g., textual,
visual displays in	SL5. Make strategic use of	graphical, audio, visual, and
presentations to clarify claims	digital media and visual	interactive elements) in
and findings and emphasize	displays of data to express	presentations to enhance
salient points.	information and enhance	understanding of findings,
	understanding of	reasoning, and evidence and
	presentations.	to add interest.

Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WA.4 Use parallel	Conventions of Standard	9-10.L.1 Demonstrate
structure (e.g., when using	English	command of the conventions
gerunds [-ing], infinitives, or	L1. Demonstrate command of	of standard English grammar
voice [active or passive])	the conventions of standard	and usage when writing or
within writing.	English grammar and usage	speaking
	when writing or speaking.	a. Use parallel structure.
910.WA.5 Use various types	Conventions of Standard	9-10.L.1 Demonstrate
of phrases (noun, verb,	English	command of the conventions
adjectival, adverbial,	L1. Demonstrate command of	of standard English grammar
participial, prepositional,	the conventions of standard	and usage when writing or
absolute) and clauses	English grammar and usage	speaking.
(independent, dependent;	when writing or speaking.	b. Use various types of
noun, relative, adverbial) to		phrases (noun, verb,
convey meaning and add		adjectival, adverbial,
interest to writing.		participial, prepositional,
		absolute) and clauses
		(independent, dependent;
		noun, relative, adverbial) to
		convey specific meaning and
		add a variety and interest to
		writing or presentations.

Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	 9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.
910.WA.7 Spell correctly in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9-10.L.2 Demonstratecommand of the conventionsof standard Englishcapitalization, punctuation,and spelling when writing.c. Spell correctly.

Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WA.8 Write and edit work to conform to guidelines in a style manual.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i>, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.

Core Content Connectors: 910	CCSS Anchor Standards	Common Core State Standard
910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
1112.WA.1 Use technology	Production and Distribution	11-12.W.6 Use technology,
to produce and publish	of Writing	including the Internet, to
writing. (e.g., use Internet to	W6. Use technology,	produce, publish, and update
gather information, word	including the Internet, to	individual or shared writing
processing to generate and	produce and publish writing	products in response to
collaborate on writing).	and to interact and	ongoing feedback, including
	collaborate with others.	new arguments or
		information.

Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.	Research To Build and Present knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early– twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grade 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Core Content Connectors:	CCSS Anchor Standards	Common Core State Standard
1112		
1112.WA.3 Include digital or	Presentation of Knowledge	11-12.SL.5 Make strategic
multimedia components and	and Ideas	use of digital media (e.g.,
visual displays in	SL5. Make strategic use of	textual, graphical, audio,
presentations to clarify claims	digital media and visual	visual, and interactive
and findings and emphasize	displays of data to express	elements) in presentations to
salient points.	information and enhance	enhance understanding
	understanding of	of findings, reasoning, and
	presentations.	evidence and to add interest.

Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.WA.4 Use hyphenation conventions.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.
1112.WA.5 Spell correctly in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11-12.L.2 Demonstratecommand of the conventionsof standard Englishcapitalization, punctuation,and spelling when writing.b. Spell correctly.

Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.WA.6 Vary syntax within writing for effect.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting reference (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
1112.WA.7 Write and edit work to conform to guidelines in a style manual.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i>, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.

Core Content Connectors: 1112	CCSS Anchor Standards	Common Core State Standard
1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing .	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.