

Core Content Connectors: Informational 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.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 |
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| K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing. | 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. | K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question. | 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. | K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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: K | CCSS Anchor Standards | Common Core State Standard |
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| K.WI.b1 With prompting and support, provide additional details to the description or drawings 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 organization, development, and style are appropriate to task, purpose, and audience. | K.SL.4 Describe familiar people, places, things, events and with prompting and support, provide additional detail. |

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| K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational 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. | K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
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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 |
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| K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.). | 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. | K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |

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 |
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| K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out). | 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. | K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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| K.WI.d2 Use provided illustrations or visual displays to gain information on a topic. | 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. | K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote, or paraphrase from source) to answer a question. | 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. | K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| K.WI.d4 Participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them). | 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. | K.W.7 Participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them). |

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 |
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| No CCCs were written at this grade level for this PI. | No CCCs were written at this grade level for this PI. | No CCCs were written at this 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 |
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| No CCCs were written at this grade level for this PI. | No CCCs were written at this grade level for this PI. | No CCCs were written at this 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 |
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| K.WI.g1 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 organization, development, and style are appropriate to task, purpose, and audience. | K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |

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 |
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| K.WI.h1 Organize information on a topic that includes more than one piece of relevant content. | 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. | K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |

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

Grade 1

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 |
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| 1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing. | 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. | 1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question. | 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. | 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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 |
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| 1.WI.b1 Write simple statements that name a topic and supply some facts about 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. | 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

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: 1 | CCSS Anchor Standards | Common Core State Standard |
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| 1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a 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. | 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense 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 |
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| 1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?). | 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. | 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic. | 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. | 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question. | 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. | 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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| 1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels). | 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. | 1.W.7 Participate in shared research and writing projects (e.g., explore several “how-to” books on a given topic and use them to write a sequence of instructions). |
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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: 1 | CCSS Anchor Standards | Common Core State Standard |
| No CCCs developed for this PI at grade 1 | No CCCs developed for this PI at grade 1 | No CCCs developed for this 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)

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

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| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
| 1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics. | 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. | 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

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 |
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| 1.WI.h1 Provide a concluding state mentor section to a permanent product. | 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. | 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

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

Grade 2

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 |
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| 2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details. | 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. | 1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: “What do we know about fire? Have you ever seen a campfire? What did it feel like if you got too close to the fire?”). | 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |

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: 2 | CCSS Anchor Standards | Common Core State Standard |
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| 2.WI.b1 Write statements that name a topic and supply some facts about 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. | 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |

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 information/explanatory texts use illustrations and captions to relay facts about a 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. | 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |

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 |
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| 2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question. | 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |
| 2.WI.d2 Participate in shared research and writing projects (e.g., read several books on a single topic to produce a report; record science observations). | 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. | 2.W.7 Participate in shared research and writing projects (e.g., read several books on a single topic to produce a report; record science observations). |
| 2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |

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: 2 | CCSS Anchor Standards | Common Core State Standard |
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| No CCCs developed for this PI at grade 2 | No CCCs developed for this PI at grade 2 | No CCCs developed for this 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 PI at grade 2 | No CCCs developed for this PI at grade 2 | No CCCs developed for this 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 |
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| 2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic. | Presentation of Knowledge and Ideas SL.4 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. | 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

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

| Core Content Connectors: 2 | CCSS Anchor Standards | Common Core State Standard |
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| 2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure. | 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. | 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| 2.WI.h2 Provide a concluding statement or section to a permanent product. | 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. | 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |

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 |
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| 2.WI.i1 With guidance and support, use feedback to strengthen writing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |

Grade 3

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 |
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| No CCCs developed for this PI at grade 3 | No CCCs developed for this PI at grade 3 | No CCCs developed for this 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 |
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| 3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 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.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay). | 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.WI.k3 Locate important points on a single topic from two informational texts or 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. | 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. |

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 |
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| 3.WI.11 With guidance and support from peers and adults, develop a plan for writing (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. |
| 3.WI.12 Take brief notes (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. | 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.WI.13 Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information. | 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. | 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information. |
| 3.WI.14 Sort evidence (e.g., graphic organizer) 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. |

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| 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 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. | 3.W.7 Conduct short research projects that build knowledge about a topic. |
| 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.”)

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
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| 3.WI.m1 Introduce a topic and group in related information together. | 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. | 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations 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: 3 | CCSS Anchor Standards | Common Core State Standard |
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| 3.WI.n1 Identify key details in an informational text. | 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. |

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

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
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| 3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details. | 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. | 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details. |

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 (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning. | 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. | 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations 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: 3 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 3.WI.q1 Provide a concluding statement or section to summarize the information presented. | 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. | 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Provide a concluding statement or section. |

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 support from peers and adults, edit writing for clarity and meaning. | 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.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 support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| 3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising. | 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. |

Grade 4

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 PI at grade 4 | No CCCs developed for this PI at grade 4 | No CCCs developed for this 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 (e.g., highlight, quote, or paraphrase from source) relevant to the topic 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. | 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.k2 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.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.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style is appropriate to task, purpose, and audience. | 4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| | | |
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| <p>4.WI.12 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> | <p>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.</p> | <p>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.</p> |
| <p>4.WI.13 Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> | <p>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.</p> | <p>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>).</p> |
| <p>4.WI.14 Sort evidence collected from print and/or digital sources into provided categories.</p> | <p>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.</p> | <p>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.</p> |
| <p>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).</p> | <p>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.</p> | <p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> |
| <p>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).</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |

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 clearly and group related information in paragraphs and sections. | 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. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |

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 from an informational text. | 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.n2 Use precise language and domain-specific vocabulary to inform about or explain 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. | 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain 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

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to 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. | 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |

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: 4 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| 4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about 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. | 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |

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 statement or section to support the information presented. | 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. e. Provide a concluding statement or section related to the information or explanation presented. |

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

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning. | 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.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 support from peers and adults, strengthen writing by revising. | 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.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |

Grade 5

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 (e.g., highlight, quote, or paraphrase from source) from print and/or digital sources that are relevant to the topic. | 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. | 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. |
| 5.WI.a2 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. | 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. |

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 support from peers and adults, develop a plan for writing (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. | 5.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. |
| 5.WI.b2 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. |

| | | |
|--|---|---|
| <p>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p> | <p>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.</p> | <p>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.</p> |
| <p>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).</p> | <p>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.</p> | <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> |

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 |
|--|---|---|
| <p>5.WI.c1 Provide an introduction that includes context/background information and establishes a central idea or focus about a topic.</p> | <p>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.</p> | <p>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.</p> |

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

| Core Content Connectors: 5 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| 5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain 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. | 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |

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 words, phrases, and clauses to connect ideas and create cohesion within writing. | 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. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). |

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: 5 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about 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. | 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. |

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 statement or section to summarize the information presented. | 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. f. Provide a concluding statement or section related to the information or explanation presented. |

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

Grade 6

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 (e.g., highlight, quote, or paraphrase from source) relevant to the topic 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.WI.a2 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. |
| 6.WI.a3 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. |

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: 6 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (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. | 6.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. |
| 6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, 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. | 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and 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 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 | 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

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 |
|---|---|---|
| <p>6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic.</p> | <p>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.</p> | <p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and 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.</p> |

Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific 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 (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples. | 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. | 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| 6.WI.d2 . Use precise language and domain-specific vocabulary to inform about or explain 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. | 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d. Use precise language and domain- specific vocabulary to inform about or explain the topic. |

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 words, phrases, and clauses to connect ideas and create cohesion within writing. | 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. | 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Use appropriate transitions to clarify the relationships among ideas and concepts. |

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| <p>6.WI.e2 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).</p> | <p>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.</p> | <p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style.</p> |
|---|---|--|

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 |
|---|---|---|
| <p>6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.</p> | <p>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.</p> | <p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and 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.</p> |

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: 6 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented. | 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. | 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from the information or explanation presented. |

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

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

Grade 7

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 |
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| 7.WI.i1 List Internet search terms for a topic of study. | 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.WI.i2 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic or text 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.WI.i3 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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| <p>7.WI.i4 Use a standard format to produce citations.</p> | <p>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.</p> | <p>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.</p> |
| <p>7.WI.i5 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).</p> | <p>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.</p> | <p>7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> |

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 |
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| <p>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>7.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.</p> |

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| <p>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p> | <p>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.</p> | <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; 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.</p> |
| <p>7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.</p> | <p>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.</p> | <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; 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.</p> |

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 |
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| 7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing. | 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. | 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Use appropriate transitions to create cohesion and clarify 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.l1 Use precise language and domain-specific vocabulary to inform about or explain 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. | 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 7.WI.l2 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. | 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style. |

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

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| <p>7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> | <p>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.</p> | <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> |
| <p>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p> | <p>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, organization, and analysis of content.</p> | <p>7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |

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| <p>7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> | <p>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.</p> | <p>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.</p> |
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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 |
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| <p>7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</p> | <p>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.</p> | <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |

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 |
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| 7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 7.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. |

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

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
|---|--|---|
| 8.WI.i1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic 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.WI.i2 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.WI.i3 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. |

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| <p>8.WI.i4 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).</p> | <p>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.</p> | <p>8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> |
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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 |
|--|---|---|
| <p>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>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.</p> |
| <p>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples) to support paragraph focus.</p> | <p>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.</p> | <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant 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.</p> |

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| <p>8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p> | <p>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.</p> | <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant 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.</p> |
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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 |
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| <p>8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</p> | <p>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.</p> | <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> |

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: 8 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain 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. | 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 8.WI.l2 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. | 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style. |

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 |
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| 8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples. | 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. | 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |

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| <p>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</p> | <p>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, organization, and analysis of content.</p> | <p>8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> |
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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: 8 | CCSS Anchor Standards | Common Core State Standard |
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| <p>8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>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.</p> | <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |

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 coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. | 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.WI.o3 Report on a topic with 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, organization, and analysis of content. | 8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant 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: 9-10 | CCSS Anchor Standards | Common Core State Standard |
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| 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. |

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

| Core Content Connectors: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| <p>910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>9.10.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.</p> |
| <p>910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples), to support paragraph focus.</p> | <p>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.</p> | <p>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; 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.</p> |

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| <p>910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p> | <p>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.</p> | <p>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.</p> |
| <p>910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</p> | <p>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.</p> | <p>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.</p> |

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: 9-10 | CCSS Anchor Standards | Common Core State Standard |
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| <p>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p> | <p>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.</p> | <p>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. 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.</p> |

Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific 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

| Core Content Connectors: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| <p>910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>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.</p> | <p>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. 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).</p> |

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: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|--|--|---|
| 910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 910.WI.f2 Strengthen writing by revising and editing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 9-10.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.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, organization, and analysis of content. | 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 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. |

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: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |

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| <p>1112.WI.a3 Use a standard format to produce citations.</p> | <p>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.</p> | <p>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.</p> |
| <p>1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> | <p>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.</p> | <p>11-12.W.7 Conduct short as well as more sustained research projects to answer a question (e.g., including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| <p>1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>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.</p> |
| <p>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples) to support paragraph focus.</p> | <p>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.</p> | <p>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. 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.</p> |

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| <p>1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p> | <p>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.</p> | <p>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. 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.</p> |
| <p>1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</p> | <p>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.</p> | <p>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. 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.</p> |

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: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing. | 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. | 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 domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone

| Core Content Connectors: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 1112.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. | 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

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| <p>1112.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).</p> | <p>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.</p> | <p>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. 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.</p> |
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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

| Core Content Connectors: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| <p>1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>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.</p> | <p>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. f. Provides a concluding statement or section that follows from the information or explanation presented.</p> |

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: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|---|--|--|
| 1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 1112.WI.f2 Strengthen writing by revising and editing. | 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. |

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| <p>1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</p> | <p>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</p> <p>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.</p> | <p>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 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.</p> |
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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 of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log). | 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. | K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question. | 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. | K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing. | Presentation of Knowledge and Ideas SL.4 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. | K.SL.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details. |

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

| Core Content Connectors: K | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events. | Presentation of Knowledge and Ideas SL.4 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. | K.SL.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details. |

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 event or a series of events using drawings or simple sentences. | 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. Presentation of Knowledge and Ideas SL.4 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. | K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.SL.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details. |

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 draw about an event in the order in which it occurred. | 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. | K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |

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 PI at Kindergarten | No CCCs developed for this PI at Kindergarten | No CCCs developed for this 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 PI at Kindergarten | No CCCs developed for this PI at Kindergarten | No CCCs developed for this 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 support, use feedback to strengthen narrative writing (e.g., elaborate on story elements). | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | K.W.5 With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |

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 and/or opinions when participating in shared writing projects. | 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. | 1.W.7 Participate in shared research and writing projects (e.g., explore several “how-to” books on a given topic and use them to write a sequence of instructions). |
| 1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing. | 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. | 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing. | Presentation of Knowledge and Ideas SL.4 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. | 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

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

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| 1.WL.b1. Describe people, places, things, and/or events with relevant details. | Presentation of Knowledge and Ideas SL.4 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. | 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

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

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
|---|--|---|
| 1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened. | 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. Presentation of Knowledge and Ideas SL.4 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. | 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

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, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). | 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. | 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. |
| 1.WL.d2 Write a narrative that includes a sense of closure. | 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. | 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. |

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 PI at grade 1 | No CCCs developed for this PI at grade 1 | No CCCs developed for this 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 writing that tells the central idea or focus. | 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. | 1.W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |

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 support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |

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 or opinions when participating in shared writing projects. | 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. | 1.W.7 Participate in shared research and writing projects (e.g., explore several “how-to” books on a given topic and use them to write a sequence of instructions). |
| 2.WL.a2 Recall information from experiences to answer a question. | 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |
| 2.WL.a3 Describe ideas about familiar people, places, things, and/or events. | Presentation of Knowledge and Ideas SL.4 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. | 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

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

| Core Content Connectors: 2 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| 2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details. | Presentation of Knowledge and Ideas SL.4 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. | 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

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: 2 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| 2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings. | 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. Presentation of Knowledge and Ideas SL.4 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. | 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

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, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). | 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. | 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure. |
| 2.WL.d2 Write a narrative that includes a sense of closure. | 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. | 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |

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 PI at 2 nd grade | No CCCs developed for this PI at 2 nd grade | No CCCs developed for this 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 writing that tells the central idea or focus. | 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. | 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure. |
| 2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus. | 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. | 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |

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 support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |

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 from experiences for use in 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. | 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.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). | 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.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: 3 | CCSS Anchor Standards | Common Core State Standard |
|--|--|---|
| 3.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) 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. | 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.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, 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. |

| | | |
|--|---|---|
| 3.WL.i3 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. | 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. |
|--|---|---|

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 situation by setting up the context for the story and introduce a narrator 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. | 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 writing that unfold naturally. | 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. 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.l1 Use temporal words and phrases to signal event order. | 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. 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 conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated 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. | 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning. | 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.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 support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| 3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story). | 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. |

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)

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
|---|--|--|
| 4.WL.h1 Recall relevant information from experiences for use in 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. | 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.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). | 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.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 (e.g., highlight in text, quote, or paraphrase from text) 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. | 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.WL.i2 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.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, 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.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 setting up the context for the story and introducing a narrator 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. | 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 writing that unfold naturally. | 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. | 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations. | 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. | 4.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 description to develop experiences and events or show the responses of characters to situations. |
| 4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and 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. | 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of 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. | 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated 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. | 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 support from peers and adults, edit narrative writing for clarity and meaning. | 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.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, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| 4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story). | 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. |

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

| Core Content Connectors: 5 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| 5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 5.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. |
| 5.WL.a2 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text) to the topic or text 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. | 5.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. |

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 establishing a situation and introducing a narrator 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. | 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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: 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: 5 | CCSS Anchor Standards | Common Core State Standard |
|---|--|---|
| 5.WL.c1 Organize ideas and events so that they unfold naturally. | 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. | 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | 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. | 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 words, phrases, and clauses to manage the sequence of 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. | 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |

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 and phrases and sensory details to convey experiences and events precisely. | 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. | 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 that includes smaller segments of conflict and resolution in the text that contribute to the plot. | 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. | 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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 language in context, including similes and metaphors. | Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative 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 conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated 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. | 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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.)

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

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 support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). | 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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new 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 the reader by establishing a context and introducing a narrator 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. 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 events so that they unfold naturally. | 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. 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. |

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|--|--|--|
| <p>6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |

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 |
|--|---|--|
| <p>6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> | <p>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</p> | <p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> |

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 |
|--|--|--|
| <p>No CCCs developed for this PI at 6th grade</p> | <p>No CCCs developed for this PI at 6th grade</p> | <p>No CCCs developed for this PI at 6th grade</p> |

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

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

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 conclusion that follows from the narrated 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. | 6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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.)

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development organization, and style are appropriate to task, purpose, and audience. | 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). | 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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new 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 support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) 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. | 7.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. |

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 establishing a context and point of view and introducing the narrator 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. | 7.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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 event so that they unfold naturally. | 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. | 7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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, 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. | 7.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. |
| 7.WL.k3 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. | 7.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.1 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 and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and 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. | 7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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 PI at 7 th grade | No CCCs developed for this PI at 7 th grade | No CCCs developed for this PI at 7 th grade |

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

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| <p>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</p> | <p>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. Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 7.L.5 Demonstrate 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).</p> |

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 |
|---|--|---|
| <p>7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</p> | <p>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.</p> | <p>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> |

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

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 support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) 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. |

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 establishing a context and point of view and introducing a narrator 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. | 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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.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 |
|---|--|---|
| <p>8.WL.k1 Organize ideas and events so that they unfold naturally.</p> | <p>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.</p> | <p>8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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.</p> |
| <p>8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> | <p>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.</p> | <p>8.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, description, and reflection, to develop experiences, events, and/or characters.</p> |
| <p>8.WL.k3 Use a variety of transition 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.</p> | <p>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.</p> | <p>8.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, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p> |

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: 8 | CCSS Anchor Standards | Common Core State Standard |
|--|--|---|
| 8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and 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. | 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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.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 PI in 8 th grade | No CCCs developed for this PI in 8 th grade | No CCCs developed for this 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 (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative 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. Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (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

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
|--|--|---|
| 8.WL.o1 Provide a conclusion that follows from the narrated 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. | 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-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, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). | 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. |

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

| Core Content Connectors: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) 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. | 9-10.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. |

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: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 910.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. | 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. 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 the reader to the narrator 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. | 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. 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.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)

| Core Content Connectors: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 910.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. | 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. 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.c2 Sequence events so that they build on one another to create a coherent whole. | 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. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| 910.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. | 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. 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)

| Core Content Connectors: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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. | 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. d. Use precise words and 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

| Core Content Connectors: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives). | 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. 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.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)

| Core Content Connectors: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|---|--|---|
| 910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical). | 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 information texts to support analysis, reflection, and research. b. Apply <i>grade 9-10 Reading standard</i> 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.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: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|---|--|--|
| 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: 9-10 | CCSS Anchor Standards | Common Core State Standard |
|--|--|---|
| 910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story). | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 9-10.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. |

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

| Core Content Connectors: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience. | 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. |

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. |

| | | |
|--|--|---|
| <p>1112.WL.b2 Engage and orient the reader to the narrator and/or characters</p> | <p>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.</p> | <p>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.</p> |
|--|--|---|

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)

| Core Content Connectors: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|---|--|---|
| <p>1112.WL.c1 Create a smooth progression of experiences or events.</p> | <p>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.</p> | <p>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.</p> |

| | | |
|---|--|---|
| <p>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).</p> | <p>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.</p> | <p>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).</p> |
| <p>1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.</p> | <p>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.</p> | <p>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.</p> |

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: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| <p>1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> | <p>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</p> | <p>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. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> |

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

| Core Content Connectors: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 1112.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives). | 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.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 <i>grade 11-12 Reading standard</i> 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., <i>The Federalist</i> , 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: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| 1112.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. | 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. 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: 11-12 | CCSS Anchor Standards | Common Core State Standard |
|---|--|--|
| 1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story). | 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. |

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 Connectors: K | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question. | 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. | K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| K.WP.a2 Draw, dictate, or write an idea about a 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 | K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). |
| K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing. | 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. | K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details. |

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 preference about 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. | K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite 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 grade level for this PI. | No CCCs were written at this grade level for this PI. | No CCCs were written at this 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 grade level for this PI. | No CCCs were written at this grade level for this PI. | No CCCs were written at this 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 support from adults, gather information from provided sources to answer a question. | 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. | K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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...)

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

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 grade level for this PI. | No CCCs were written at this grade level for this PI. | No CCCs were written at this 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 support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |

Grade 1

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: 1 | CCSS Anchor Standards | Common Core State Standard |
|--|--|---|
| 1.WP.a1 Draw, dictate, or write an idea or opinion about a 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. | K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>). |
| 1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question. | 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. | 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing. | 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. | 1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

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 details of familiar people, places, things, and/or events to support an opinion. | Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide 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 PI | No CCCs developed for this PI | No CCCs developed 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: 1 | CCSS Anchor Standards | Common Core State Standard |
|-------------------------------|-------------------------------|-------------------------------|
| No CCCs developed for this PI | No CCCs developed for this PI | No CCCs developed 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: 1 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| 1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question. | 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. | 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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...)

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest. | Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide 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 piece starting with a topical or opinion statement followed by a reason. | Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| 1.WP.g2 Write an opinion piece that includes a sense of closure. | Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1.W.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide 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

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

Grade 2

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 write an idea or opinion about 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. | K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>). |
| 2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing. | 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. | 1.SL.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 2.WP.a3 Recall information from experiences to answer a question. | 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |

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 preference about the topic or text and at least one reason that supports the opinion. | 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. | 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons and provide a concluding statement or section. |
| 2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive 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. | 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section. |

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 PI | No CCCs developed for this PI | No CCCs developed 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: 2 | CCSS Anchor Standards | Common Core State Standard |
|---|--|---|
| 2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic. | 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |
| 2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion. | 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |

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 from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question. | 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. | 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. |

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...)

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

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

Grade 3

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 information from experiences for use in 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. | 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. |

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., 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. | 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.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on 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. | 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.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. | 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| | | |
|---|--|---|
| 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 or text within persuasive writing by stating an opinion. | 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. | 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state 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 facts that support a stated opinion. | 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. | 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. b. Provide reasons that support the opinion. |

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.)

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| 3.WP.m1 Use linking words and phrases that connect the opinions and reasons. | 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. | 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. |
| 3.WP.m2 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. | 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking 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: 3 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| 3.WP.n1 Provide a concluding statement or section. | 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. | 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. d. Provide a concluding statement or section. |

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 support from peers and adults, edit writing for clarity and meaning. | 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.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 support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| 3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument). | 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. |

Grade 4

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 information from experiences for use in 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. | 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.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument). | Research To Build and Present knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | 4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). 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)

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
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| 4.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. | 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. |

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| <p>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> | <p>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.</p> | <p>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.</p> |
| <p>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| <p>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).</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| <p>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</p> | <p>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.</p> | <p>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.</p> |

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 |
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| 4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion. | 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. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. |

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 |
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| 4.WP.l1 Provide reasons which include facts and details that support a stated opinion. | 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. b. Provide reasons that are supported by facts and 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.)

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
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| 4.WP.m1 Create an organizational structure that lists reasons in a logical order. | 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. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. |

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| 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 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 concluding statement or section related to the opinion presented. | 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. d. Provide a concluding statement or section. |

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 |
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| 4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning. | 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.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: 4 | CCSS Anchor Standards | Common Core State Standard |
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| 4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| 4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing. | 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. |

Grade 5

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 |
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| 5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument). | Research To Build and Present knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | 5.W.9 Draw evidence from literary or information texts to support analysis, reflection, and research. a. <i>Apply grade 5 Reading standards</i> 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. <i>Apply grade 5 Reading standard</i> 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 one claim in a discussion is supported by reasons and evidence. | Comprehension and Collaboration SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

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 support from peers and adults, develop a plan for writing (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. | 5.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. |

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| <p>5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> | <p>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.</p> | <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> |
| <p>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</p> | <p>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.</p> | <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> |

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 |
|---|---|---|
| <p>5.WP.c1 Provide an introduction that states own opinion within persuasive text.</p> | <p>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.</p> | <p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> |
| <p>5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer’s opinion.</p> | <p>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.</p> | <p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> |

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: 5 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive 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. | 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide logically ordered 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

| Core Content Connectors: 5 | CCSS Anchor Standards | Common Core State Standard |
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| 5.WP.e1 Links opinions and reasons using words, phrases, and clauses. | 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. | 5.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, phrases, and clauses (e.g., consequently, specifically). |
| 5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details. | 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. | 5.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts, and relevant, descriptive details |

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 PI | No CCCs developed for this PI | No CCCs developed 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: 5 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 5.WP.g1 Provide a clear concluding statement or section related to the opinion stated. | 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. | 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding 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).

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

Grade 6

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 |
|---|---|--|
| <p>6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</p> | <p>Research To Build and Present knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>6.W.9 Draw evidence from literary or information texts to support analysis, reflection, and research. a. <i>Apply grade 6 Reading standards</i> 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. <i>Apply grade 6 Reading standard</i> 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”).</p> |
| <p>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</p> | <p>Comprehension and Collaboration SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 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.</p> | <p>6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.</p> |

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: 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 argument, 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. | 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. |
| 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 introduction that introduces the writer's claim within persuasive 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. | 6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. |
| 6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim. | 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. | 6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and 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 support claims with clear reasons and relevant evidence from credible sources. | 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. | 6.W.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear 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

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
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| 6.WP.e1 Use words, phrases, and clauses to link claims and reasons. | 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. | 6.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Use words, phrases, and 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 |
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| 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 concluding statement or section that follows the argument presented. | 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. | 6.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. e. Provide a concluding 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 coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing. | 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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

Grade 7

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 |
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| 7.WP.i1 Discuss how own view or opinion changes using new information provided by others. | 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 discussions (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.i2 Evaluate the soundness or accuracy of reasons presented to support a claim. | Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the 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 |
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| 7.WP.j1 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, 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. | 7.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. |
| 7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding. | Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |

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| <p>7.WP.j3 List internet search terms for a topic of persuasive writing.</p> | <p>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.</p> | <p>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.</p> |
| <p>7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> | <p>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.</p> | <p>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.</p> |
| <p>7.WP.j5 Describe how the claims within a speaker’s argument matches own argument.</p> | <p>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.</p> | <p>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.</p> |

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| <p>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> | <p>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.</p> | <p>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.</p> |
| <p>7.WP.j7 Use a standard format to produce citations.</p> | <p>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.</p> | <p>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.</p> |

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

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| 7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims. | 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. | 7.W.1 Write an argument to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| 7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim. | 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. | 7.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), 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.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources. | 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. | 7.W.1 Write an argument to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| 7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas. | 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. | 7.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and 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 |
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| 7.WP.m1 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. | 7.W.1 Write an argument to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style. |

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 |
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| 7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented. | 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. | 7.W.1 Write an argument to support claims with clear reasons and relevant evidence. e. Provide a concluding 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 |
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| 7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 7.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. |

Grade 8

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 |
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| 8.WP.i1 Discuss how own view or opinion changes using new information provided by others. | 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. | 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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 and purpose behind information presented in diverse media and format for persuasive reasons. | Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 8.SL.2 Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| 8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim. | Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric | 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the 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 |
|---|---|---|
| <p>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>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.</p> |

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| <p>8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> | <p>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.</p> | <p>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.</p> |
| <p>8.WP.j4 Use a standard format to produce citations.</p> | <p>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.</p> | <p>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.</p> |

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

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 8.WP.k1 Provide an introduction that introduces the writer’s claims and distinguishes it from alternate or opposing claims. | 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. | 8.W.1 Write an argument to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. |
| 8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer’s claim. | 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. | 8.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |

Progress Indicator: M.WP.1 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: 8 | CCSS Anchor Standards | Common Core State Standard |
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| 8.WP.11 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources | 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. | 8.W.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| 8.WP.12 Use words, phrases, and clauses to link opinions and reasons and to clarify relationship of ideas. | 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. | 8.W.1 Write an argument to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter claims, 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: 8 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| 8.WP.m1 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. | 8.W.1 Write an argument to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style. |

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 concluding statement or section that supports and summarizes the argument presented. | 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. | 8.W.1 Write an argument to support claims with clear reasons and relevant evidence. e. Provide a concluding 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 coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. | 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. |

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)

| Core Content Connectors: 910 | CCSS Anchor Standards | Common Core State Standard |
|---|--|--|
| 910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning, or exaggeration. | Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric | 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient. | 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 information texts to support analysis, reflection, and research. b. Apply <i>grade 9-10 Reading standard</i> 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. |

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| <p>910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.</p> | <p>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.</p> | <p>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.</p> <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> <p>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.</p> |
| <p>910.WP.b6 Identify evidence for claim(s) and counterclaim(s).</p> | <p>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.</p> | <p>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.</p> <p>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.</p> |

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| <p>910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.</p> | <p>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.</p> | <p>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.</p> |
| <p>910.WP.b8 Use a standard format to produce citations.</p> | <p>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.</p> | <p>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.</p> |

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: 910 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 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 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.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

| Core Content Connectors: 910 | CCSS Anchor Standards | Common Core State Standard |
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| 910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim. | 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 t claims with clear reasons and relevant evidence. e. Provide a concluding 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: 910 | CCSS Anchor Standards | Common Core State Standard |
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| 9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style is appropriate to task, purpose, and audience. | 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 910.WP.f2 Strengthen writing by revising and editing. | Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 9-10.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. |

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)

| Core Content Connectors: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| 1112.WP.a1 Evaluate a speaker’s point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice. | Comprehension and Collaboration SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | 11-12.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| 1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient. | 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 information texts to support analysis, reflection, and research. b. Apply <i>grade 11-12 Reading standard</i> 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.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: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| 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. |

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| <p>1112.WP.b4 Use context or related text to establish the significance of the claim(s).</p> | <p>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.</p> | <p>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.</p> |
| <p>1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.</p> | <p>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.</p> | <p>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.</p> |

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| <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |

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| <p>1112.WP.b9 Use a standard format to produce citations.</p> | <p>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.</p> | <p>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.</p> |
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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: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| <p>1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.</p> | <p>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.</p> | <p>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.</p> |

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| <p>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p> | <p>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.</p> | <p>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 between claim(s) and counterclaims.</p> |
| <p>1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p> | <p>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.</p> | <p>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 between claim(s) and counterclaims.</p> |

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: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| <p>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).</p> | <p>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.</p> | <p>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.</p> |

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: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| 1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to 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 an argument to support claims with clear reasons and relevant evidence. e. Provide a concluding 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: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| 11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience. | Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 1112.WP.f2 Strengthen writing by revising and editing. | 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. |

Grade K

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

| Core Content Connectors: K | CCSS Anchor Standards | Common Core State Standard |
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| K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions. | 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. | K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. |

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

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| <p>K.WA.6 Complete sentences in a shared language activity.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.</p> |
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| Core Content Connectors: K | CCSS Anchor Standards | Common Core State Standard |
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| <p>K.WA.7 Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun.</p> |
| <p>K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>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).</p> |

| Core Content Connectors: K | CCSS Anchor Standards | Common Core State Standard |
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| <p>K.WA.9 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> | <p>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 encountering an unknown term important to comprehension or expression.</p> | <p>K.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> |

Grade 1

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
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| 1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers. | Research To Build and Present knowledge W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
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| 1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions. | 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. | 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

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

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
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| 1.WA.4 Print upper- and lowercase letters. | 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. a. Print all upper- and lowercase letters. |
| 1.WA.5 Use frequently occurring nouns 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. b. Use common, proper, and possessive nouns. |

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

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| <p>1.WA.1i Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) in writing.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>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, but, or, so, because</i>).</p> |
| <p>1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>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.</p> |

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
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| <p>1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>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).</p> |
| <p>1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.</p> |
| <p>1.WA.15 Use end punctuation for sentences.</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.</p> |

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| <p>1.WA.16 Use conventional spelling for words with common spelling patterns</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
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| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
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| <p>1.WA.17 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> | <p>Vocabulary Acquisition and Use L4. 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.</p> | <p>1.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> |

Grade 2

| Core Content Connectors: 2 | CCSS Anchor Standards | Common Core State Standard |
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| 2.WA.1 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 grammar and usage when writing or speaking. b. Use end punctuation for sentences. |

| Core Content Connectors: 2 | CCSS Anchor Standards | Common Core State Standard |
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| 2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaboration with peers. | Research To Build and Present knowledge W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Core Content Connectors: 2 | CCSS Anchor Standards | Common Core State Standard |
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| 2.WA.3 Use drawings or other visual displays to clarify ideas, thoughts, and feelings. | 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. | 2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings |

| Core Content Connectors: 1 | CCSS Anchor Standards | Common Core State Standard |
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| 2.WA.4 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation. | Presentation of Knowledge and Ideas SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

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

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| <p>2.WA.9 Produce and expand upon simple or compound sentences.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> |
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| Core Content Connectors: 2 | CCSS Anchor Standards | Common Core State Standard |
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| 2.WA.10 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). |
| 2.WA.11 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. |
| 2.WA.12 Use conventional spelling for words with common spelling patterns. | 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. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| 2.WA.13 Capitalize dates, names of people, holidays, product names, and geographic names. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. |

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

Grade 3

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
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| 3.WA1. 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. | 3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 3.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. | 3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
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| 3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details. | 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. | 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace. |

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
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| 3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details. | Presentation of Knowledge and Ideas SL5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
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| <p>3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Form and use regular and irregular plural nouns. b. Use abstract nouns (e.g., <i>childhood</i>). 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.</p> |
| <p>3.WA.6 Use simple and compound sentences in informative/explanatory writing.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Produce simple, compound, and complex sentences.</p> |
| <p>3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Form and use regular and irregular plural nouns. b. Use abstract nouns (e.g., <i>childhood</i>). 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.</p> |

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| <p>3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Ensure subject-verb and pronoun- antecedent agreement.</p> |
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| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
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| <p>3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.</p> |
| <p>3.WA.10 Use quotation marks within writing.</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas and quotations marks in dialogue</p> |
| <p>3.WA.11 Use conventional spelling (e.g., <i>sitting, smiled, cries</i>) and spelling patterns (e.g., <i>word families, syllable patterns, ending rules</i>) in writing words.</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> |

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| <p>3.WA.12 Use commas accurately in addresses or dialogue within writing.</p> | <p>Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas and quotations marks in dialogue.</p> |
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| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 3.WA.13 Choose words and phrases for appropriate effect (e.g., to inform) within writing. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. |

| Core Content Connectors: 3 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 3.WA.14 Use grade appropriate general academic and domain-specific vocabulary 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 encountering an unknown term important to comprehension or expression. | 3.L.6 Acquire and use accurately grade- appropriate conversation, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). |

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 |
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| 4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details | 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. | 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. |

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
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| 4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | 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. | 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
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| 4.WA.5 Use relative pronouns and relative adverbs in writing. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). |
| 4.WA.6 Use prepositional phrases in writing. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use prepositional phrases. |
| 4.WA.7 Produce simple, compound, and complex sentences in writing. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| 4.WA.8 Recognize and correct inappropriate fragments and run-on sentences. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 4.L.1 Demonstrate command of the conventions of standard English grammar and usage 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 |
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| 4.WA.9 Use correct capitalization in writing. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. |
| 4.WA.10 Use commas and quotation marks in writing. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. |
| 4.WA.11 Spell words correctly in writing, consulting references as needed. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade-appropriate words correctly, consulting references as needed. |

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
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| 4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing. | 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. | 4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. |

| Core Content Connectors: 4 | CCSS Anchor Standards | Common Core State Standard |
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| <p>4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</p> | <p>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 encountering an unknown term important to comprehension or expression.</p> | <p>4.L.6 Acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words, and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> |

Grade 5

| 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 |
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| 5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details. | 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. | 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

| Core Content Connectors: 5 | CCSS Anchor Standards | Common Core State Standard |
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| 5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic. | 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. |
| 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 | CCSS Anchor Standards | Common Core State Standard |
|--|---|---|
| 5.WA.6 Recognize and correct inappropriate shifts in verb tense. | 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. 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 separate items in a series. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. |
| 5.WA.10 Use commas accurately in writing. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). |
| 5.WA.11 Spell words correctly in writing, consulting references as needed. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed. |

| Core Content Connectors: 5 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing. | 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. | 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

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

| Core Content Connectors: 5 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| <p>5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> | <p>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.</p> | <p>5.L.6 Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> |

Grade 6

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 6.WA.1 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. | 6.W.6 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 three pages in a single setting. |
| 6.WA.2 Develop sufficient key boarding skills. | Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 6.W.6 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 three pages in a single setting. |

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
|---|--|--|
| 6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts, and relevant descriptive details. | 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. | 6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| <p>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> | <p>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.</p> | <p>6.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</p> |
| <p>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p> | <p>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.</p> | <p>6.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</p> |

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| <p>6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.</p> |
| <p>6.WA.7 Identify and use pronouns accurately in writing.</p> | <p>Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are 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).</p> |

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

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
|--|--|---|
| 6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing. | 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. | 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. |

| Core Content Connectors: 6 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words. | Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship 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 |
|--|--|---|
| <p>6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> | <p>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.</p> | <p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

Grade 7

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 7.WA.1 Develop sufficient 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. | 6.W.6 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 three pages in a single setting. |

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 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). | Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 7.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 | CCSS Anchor Standards | Common Core State Standard |
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| 7.WA.2 Provide evidence from grade appropriate 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. | 7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> 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 <i>grade 7 Reading standards</i> 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 components and visual displays in presentations to clarify claims and findings and emphasize salient points. | 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. | 7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|---|---|--|
| 7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 7.L.1 Demonstrate command of the conventions of standard English grammar and usage 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 clauses accurately within a sentence. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses 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 separate coordinate adjectives. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt.</i>) |
| 7.WA.8 Spell words correctly in writing. | Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. |

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| 7.W.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy. | 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. | 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

| Core Content Connectors: 7 | CCSS Anchor Standards | Common Core State Standard |
|--|--|--|
| <p>7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> | <p>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.</p> | <p>7.L.6 Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

Grade 8

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| 8.WA.1 Use technology to produce and publish writing (e.g., use 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. | 8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
|---|--|---|
| 8.WA.2 Provide evidence from grade 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. | 8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> 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 <i>grade 8 Reading standards</i> 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 |
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| 8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | 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. | 8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
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| 8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | 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. | 8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 8.WA.4 Use active and passive verbs in writing. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. |
| 8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing. | Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form and use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood. |

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

| Core Content Connectors: 8 | CCSS Anchor Standards | Common Core State Standard |
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| 8.WA.8 Use active and passive voice in writing to achieve 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. | 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact). |
| 8.WA.9 Use verbs in the conditional and subjunctive mood to achieve 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. | 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve effects (e.g., 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 |
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| <p>8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> | <p>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.</p> | <p>8.L.6 Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

Grades 9-10

| Core Content Connectors: 910 | CCSS Anchor Standards | Common Core State Standard |
|---|---|---|
| 910.WA.1 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. | 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

| Core Content Connectors: 910 | CCSS Anchor Standards | Common Core State Standard |
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| 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. <i>Apply grade 9-10 Reading standards</i> 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. <i>Apply grade 9-10 Reading standards</i> 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: 910 | CCSS Anchor Standards | Common Core State Standard |
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| 910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | 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. | 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

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

| Core Content Connectors: 910 | CCSS Anchor Standards | Common Core State Standard |
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| 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> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. |

| Core Content Connectors: 910 | CCSS Anchor Standards | Common Core State Standard |
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| 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: 1112 | CCSS Anchor Standards | Common Core State Standard |
|--|---|--|
| 1112.WA.1 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. | 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

| Core Content Connectors: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| 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. <i>Apply grade 11-12 Reading standards to literature</i> (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. <i>Apply grade 11-12 Reading standards to literary nonfiction</i> (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., <i>The Federalist</i> , presidential addresses]”). |

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

| Core Content Connectors: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| 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 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. |

| Core Content Connectors: 1112 | CCSS Anchor Standards | Common Core State Standard |
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| 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. |