Napa/Solano/Contra Costa Educational Support Team

**Common Core – Grade Span Comparison**

**Writing Standards** (Gr. K-5)

|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
| --- | --- | --- | --- | --- | --- | --- |
| **Text Types and Purposes** | 1. **Write opinion pieces** in which students tell a reader the **topic** or the name of the book they are writing about and state an **opinion** or preference about the topic or book (e.g., My favorite book is…) using a combination of drawing, dictating, and writing. | 1. **Write opinion pieces** in which students introduce the **topic** or name the book they are writing about, state an **opinion**, supply a **reason** for the opinion, and provide some sense of **closure**. | 1. **Write opinion pieces** in which students 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. | 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.  b. Provide **reasons** that support the opinion.  c. Use **linking words** and **linking phrases** (e.g., because, therefore, since, for example)  to connect opinion and reasons.  d. Provide a **concluding statement** or section. | 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**.  b. Provide **reasons** that are **supported** by **facts** and **details**.  c. **Link opinion and reasons** using **linking** **words** and **phrases** (e.g., for instance, in order to, in addition).  d. Provide a **concluding statement** or section related to the opinion presented. | 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**.  b. Provide **logically ordered** **reasons** that are supported by facts and details.  c. **Link opinion and reasons** using **linking** **words**, **phrases**, and **clauses** (e.g., consequently, specifically).  d. Provide a **concluding statement** or section related to the opinion presented. |
| 2. **Write** **informative/ explanatory texts** in which students name what they are writing about (the **topic**) and supply some **information** about the topicusing a combination of drawing, dictating, and writing. | 2. **Write informative/ explanatory texts** in which students name a **topic**, supply some **facts** about the topic, and provide some sense of **closure**. | 2. **Write informative/ explanatory texts** in which students introduce a **topic**, use **facts and definitions** to develop points, and provide a **concluding statement** or section. | 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.  b. Develop the topic with **facts**, **definitions**, and **details**.  c. Use **linking words** and **phrases** (e.g., also, another, and, more, but) to connect ideas within categories of information.  d. Provide a **concluding statement** or section. | 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.  b. Develop the topic with **facts**, **definitions**, **concrete** **details**, **quotations**, or other information and examples related to topic.  c. **Link ideas within categories** **of information** using **linking words** and **phrases** (e.g., another, for example, also, because).  d. Use **precise language** and **domain-specific vocabulary** to inform about or explain the topic.  e. Provide a **concluding statement** or section related to the information or explanation presented. | 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.  **b.** Develop the topic with **facts**, **definitions**, concrete **details**, **quotations**, or other information and examples related to the topic.  **c.** Link ideas within and **across** categories of information using **linking words**, **phrases**, and **clauses** (e.g., in contrast, especially).  **d.** Use precise language and **domain-specific vocabulary** to inform about or explain the topic.  **e.** Provide a **concluding statement** or section related to the information or explanation presented. |
| 3. **Write narratives** ofa **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 using a combination of drawing, dictating, and writing. | 3. **Write narratives** in which students 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**. | 3. **Write narratives** in which students 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**. | 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.  b. Use **dialogue** and **descriptions** of actions, thoughts, and feelings to **develop experiences** and events or **show** **the response** of characters to situations.  c. Use **temporal words** and **phrases** to signal event order.  d. Provide a sense of **closure.** | 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.  b. Use **dialogue** and **description** to develop experiences and events or show the responses of characters to situations.  c. Use a variety of **transitional words** and **phrases** to manage the sequence of events.  d. Use **concrete words** and **phrases** and **sensory details** to convey experiences and events **precisely**.  e. Provide a **conclusion** that follows from the narrated experiences or events. | 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.  b. Use **narrative techniques**, such as dialogue, description, and **pacing**, to develop experiences and events or show the responses of characters to situations.  c. Use a variety of **transitional words**, **phrases**, and **clauses** to manage the sequence of events.  d. Use **concrete** **words** and **phrases** and **sensory** **details** to convey experiences and events precisely.  e. Provide a **conclusion** that follows from the narrated experiences or events. |
| **Production and  Distribution of Writing** | 4.*(Begins in Grade 2)* | 4.*(Begins in Grade 2)* | 4.*With guidance and support from adults, students produce writing in which the* ***development*** *and* ***organization*** *are appropriate to the task and purpose.* | 4.With guidance and support from adults, produce writing in which the **development** and **organization** are appropriate to task and purpose. | 4. Produce **clear** and **coherent** writing (*including multiple paragraph texts*) in which the **development** and **organization** are appropriate to task, purpose, and **audience**. | 4. Produce clear and coherent writing (*including multiple paragraph texts*) in which the **development** and **organization** are appropriate to task, purpose, and audience. |
| 5.With guidance and support from adults **respond** to questions and suggestions from peers, and **add details** to strengthen writing as needed. | 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. | 5.With guidance and support from peers and adults, focus on a **topic** and strengthen writing as needed by **revising** and **editing**. | 5.With guidance and support from peers and adults, develop and strengthen writing as needed by **planning**, **revising**, and **editing**. | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by **planning**, **revising**, and **editing**. | 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.With guidance and support from adults, explore a variety of **digital tools** to produce and publish writing, including in collaboration with peers. | 6.With guidance and support from adults, use a variety of **digital tools** to produce and publish writing, including in collaboration with peers. | 6.With guidance and support from adults, use a variety of **digital tools** to produce and publish writing, including in collaboration with peers. | 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. | 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 **one page** in a single sitting. | 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 sitting. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
| **Research to Build and  Present Knowledge** | 7.Students participate in **shared research** and **writing projects** (e.g., explore a number of books by a favorite author and express opinions about them). | 7.Students participate in **shared research** and **writing projects** (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | 7.Students participate in **shared** **research** and **writing projects** (e.g., read a number of books on a single topic to produce a report; record science observations. | 7.Conduct short **research projects** that build knowledge about a topic. | 7. Conduct short **research** **projects** that build knowledge through **investigation** of **different aspects** of a **topic**. | 7. Conduct short **research projects** that use **several sources** to build knowledge through investigation of different aspects of a **topic**. |
| 8.With guidance and support from adults, **recall information** from experiences or **gather** **information** from provided sources to answer a question. | 8.With guidance and support from adults, **recall information** from experiences or **gather** **information** from provided sources to answer a question. | 8. **Recall information** from experiences or **gather information** from provided sources to answer a question. | 8.Recall **information** from experiences or gather information from **print** and **digital sources**; take brief **notes** on sources and **sort evidence** into provided categories. | 8. Recall **relevant information** from experiences or gather **relevant** information from **print** and **digital sources**; take **notes**, *paraphrase*, and **categorize information**, and **provide a list of sources**. | 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. |
| 9.*(Begins in Grade 4)* | 9.*(Begins in Grade 4)* | 9.*(Begins in Grade 4)* | 9.*(Begins in Grade 4)* | 9. Draw **evidence** from **literary** or **informational texts** to support **analysis**, **reflection**, and **research**. | 9. Draw **evidence** from literary or informational texts to support analysis, reflection, and research. |
| **Range of Writing** | 10.*(Begins in Grade 2)* | 10.*(Begins in Grade 2)* | 10.*Write routinely over* ***extended******time frames*** *(time for research, reflection, and revision) and* ***shorter******time frames*** *(a single sitting or a day or two) for a range of* ***discipline-specific******tasks****,* ***purposes****, and* ***audiences****.* | 10.Write routinely over **extended** **time frames** (time for research, reflection, and revision) and **shorter time** **frames** (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over **extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of discipline**-**specifictasks, purposes, and audiences. | 10. Write routinely over **extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Text in ***blue*** is specific to the California State Common Core standards.