

## Writing (W) Anchor Standard 1

**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**Writing Standard 1** builds argument writing skills. Students learn to clearly state and support claims with facts and examples. They eventually construct logical argument essays for intended audiences that clearly state claims, support them with relevant evidence, and address counterclaims. This Standard is paired with:

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

### Writing Standard 1 at a Glance:

**Pre-Kindergarten:** Students use a combination of drawing, dictating ideas for an adult to scribe, and developmentally appropriate writing to share an opinion about an experience or book.

**Grades K-2:** With guidance, students write opinion pieces that include a clear topic, a reason for the opinion, and a sense of closure. They begin to understand the purpose of opinion/persuasive writing and structure their thoughts accordingly. Students Introduce a topic and state an opinion, supply at least one reason to support the opinion, use linking words (e.g., because, and, also) and provide a concluding statement or section. They organize ideas in a logical order.

## Writing Standard 1 Desired Student Performance:

| Grade Level: Pre-Kindergarten                                                                                                                                          | Next Progression: Kindergarten                                                                                                                                                                                                                                                  |
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| <b>W1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share an opinion about an experience or book. | <b>W1</b> Use a combination of drawing, dictating, <b>and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</b> |

## Essential Skills and Knowledge:

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Next Progression: Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Share the topic and/or name the book.</b></p> <ul style="list-style-type: none"> <li>Establish or build upon personal schema related to a topic or book via attending to a learning experience (e.g., reading text; hands on experience) in order to gain a deeper level of knowledge about a topic or book.</li> <li>Recognize that thoughts and ideas can be represented in drawing and writing.</li> <li>Recognize that writing conveys meaning.</li> <li>Develop and represent ideas that relate to the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing.</li> </ul> <p><b>Share an opinion on a topic or book.</b></p> | <ul style="list-style-type: none"> <li>Introduce the topic or name the book they are writing about.</li> <li>State an opinion on a topic or book.</li> </ul> <p>Form and express an opinion orally or using drawing, dictation, or writing to respond to a prompt.</p> <p>Establish or build upon a personal experience or a topic/book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story.</p> |

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                              | Next Progression: Kindergarten |
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| <ul style="list-style-type: none"> <li>• Participate in a discussion about the learning experience that stimulates and guides thinking to express an opinion.</li> <li>• Dictate words and phrases and use drawings and/or writing to represent ideas using letter-like shapes, symbols, and letters.</li> <li>• After discussion, express an opinion orally, with a drawing, dictation or developmentally appropriate writing.</li> </ul> |                                |

## Writing (W) Anchor Standard 2

**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

**Writing Standard 2** develops students' ability to convey information clearly and accurately. Students learn to explain ideas and convey information with relevant facts and organization. They introduce topics, group related ideas, include facts and definitions, and use precise language to explain complex concepts. This Standard is paired with:

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

### Writing Standard 2 at a Glance

**Pre-Kindergarten:** Students use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.

**Grades K-2:** Students begin writing informative/explanatory pieces that include a clear topic, relevant details, and a sense of closure. They learn to group related information and begin using text features like headings or labels.

## Writing Standard 2 Desired Student Performance:

| Grade Level: Pre-Kindergarten                                                                                                                          | Next Progression: Kindergarten                                                                                                                                                                                            |
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| <b>W2</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic. | <b>W2</b> Use a combination of drawing, dictating, and <b>writing to compose informative/explanatory texts</b> in which they <b>name what they are writing about</b> and <b>supply some information about the topic</b> . |

## Essential Skills and Knowledge:

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Next Progression: Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>With modeling, prompting, and support:</p> <p><b>Name a topic.</b></p> <ul style="list-style-type: none"> <li>Recognize that writing conveys meaning.</li> <li>Establish or build upon a personal schema related to a topic or book by attending to a learning experience (e.g. reading of informational/expository text; hands-on experience) in order to gain a deeper level of knowledge about a topic or book.</li> <li>After discussion, express information about topics and ideas verbally (speaking), with a drawing, dictation or developmentally appropriate writing.</li> </ul> <p><b>Supply some facts about the topic.</b></p> <ul style="list-style-type: none"> <li>Participate in discussion to gather and communicate information related to the topic/text.</li> <li>Express several facts that are all related to the topic verbally or by drawing, dictation or developmentally appropriate writing.</li> <li>Express ideas by dictating words and phrases, drawing, and using letter-like shapes, symbols, and letters to represent ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the topic or book.</li> <li>Establish or build upon personal schema of a topic by attending to a learning experience (e.g. reading of text; hands on experience) to gain knowledge about a topic or text.</li> <li>Supply some facts about the topic.</li> </ul> <p>With modeling, prompting and support, identify facts and opinions within a specific source.</p> <p>With prompting and support, gather and communicate information related to the topic/text.</p> <p>With prompting and support, participate in shared research on a topic.</p> <p>With prompting and support, express orally or via developmentally appropriate writing several sentences using the facts that are all related to the topic.</p> |

## Writing (W) Anchor Standard 3

**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

Reading Literature Standards

- Language Standards
- Speaking and Listening Standards

### Writing Standard 3 at a Glance:

**Pre-Kindergarten:** Students use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.

**Grades K-2:** Students write short narratives that include a clear sequence of events and basic story elements. They begin using temporal words and adding details about actions, thoughts, and feelings. Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Writing Standard 3 Desired Student Performance:

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                 | Next Progression: Kindergarten                                                                                                                                                                                                        |
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| <b>W3</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. | <b>W3 Use a combination</b> of drawing, dictating, and <b>writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</b> |

## Essential Skills and Knowledge:

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Next Progression: Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>With modeling, prompting, and support:</p> <p><b>Tell a single event.</b></p> <ul style="list-style-type: none"> <li>Recognize that writing conveys meaning.</li> <li>Listen to and discuss a wide variety of narrative text (a variety of genres, fiction and non-fiction) to use as models to generate personal oral narratives.</li> <li>Share an opening sentence that sets up the telling of the event (e.g., orally or through drawings, dictation or developmentally appropriate writing).</li> </ul> <p><b>Tell about the details of the event in a meaningful sequence.</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of story structure (e.g., beginning, middle, end).</li> <li>Represent events in a meaningful sequence orally or by drawing, dictation or developmentally appropriate writing.</li> <li>Create oral or visual presentations that express personal ideas, thoughts, and/or feelings (through songs, poems, stories, drawings, paintings...).</li> <li>Contribute to a shared writing experience or topic of interest.</li> <li>Acquire and use new vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>With prompting, modeling, and support, reflect on personal experiences to contribute to personal reactions.</li> <li>Recount a single event or several loosely linked events.</li> <li>Dictate, draw, or developmentally appropriately write responses to text such as response logs and journals.</li> <li>Express through drawing, dictating, and/or legible writing an opening sentence that sets up the story.</li> <li>Experience narrative text to use as model to generate personal narratives.</li> <li>Understand the purpose of story structure (e.g., beginning, middle, and end).</li> <li>Apply knowledge of story structure.</li> <li>Include some details regarding what happened.</li> <li>Tell about the events in the order in which they occurred.</li> <li>Produce complete simple sentences.</li> <li>With prompting and support students will tell/represent events in a meaningful sequence.</li> <li>Provide a reaction.</li> </ul> |

## Writing (W) Anchor Standard 4

**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

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

- Language Standards
- Speaking and Listening Standards

### Writing Standard 4 at a Glance:

**Pre-Kindergarten:** This standard begins in Grade 3.

**Grades K-2:** This standard begins in Grade 3.

**Writing Standard 4 Desired Student Performance:**

| Grade Level: Pre-Kindergarten  | Next Progression: Kindergarten |
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| <b>W4</b> (Begins in Grade 3). | <b>W4</b> (Begins in Grade 3). |

## Writing (W) Anchor Standard 5

**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

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

- Language Standards
- Speaking and Listening Standards

### Writing Standard 5 at a Glance:

**Pre-Kindergarten:** With support from adults, students engage in conversation to discuss planning of ideas or reconsidering facts/details when organizing ideas/details.

**Grades K-2:** With guidance, students generate ideas and organize thoughts through discussion, drawings, or graphics. Students attempt simple written sentences or labels to express ideas, often with adult support. With support, students add or change words to clarify meaning or improve details. They begin recognizing and correcting simple errors in capitalization, punctuation, and spelling with adult/peer support and share writing by reading aloud, displaying work, or creating simple digital pieces with assistance.

## Writing Standard 5 Desired Student Performance:

| Grade Level: Pre-Kindergarten                                                                                                 | Next Progression: Kindergarten                                                                                                                                     |
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| <b>W5</b> With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. | <b>W5</b> With modeling, guidance and support from adults, <b>respond to questions and suggestions from peers and add details to strengthen writing as needed.</b> |

## Essential Skills and Knowledge:

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Next Progression: Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>With modeling and support after drawing, dictation or developmentally appropriate writing:</p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing.</li> <li>• Respond appropriately to others and answer questions about drawing, dictation and/or writing.</li> <li>• Start to produce writing that is legible, including the conventional formation of some upper- and lower-case manuscript letters.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion).</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• Identify how language choices in writing and speaking affect thoughts and feelings.</li> <li>• Use sensory details to expand ideas.</li> </ul> <p>With prompting and support, use effective details, words, and figurative language in the student's own composing.</p> <ul style="list-style-type: none"> <li>• Use descriptive words to expand and improve writing.</li> </ul> |

## Writing (W) Anchor Standard 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

- Language Standards
- Speaking and Listening Standards

### Writing Standard 6 at a Glance:

**Pre-Kindergarten:** Students explore appropriate digital tools to express ideas.

**Grades K-2:** With guidance, students are exposed to appropriate resources in digital format. Students use basic technology tools to compose and publish writing. With guidance, they learn how to make changes digitally and begin to engage in simple collaboration with peers. They collaborate with peers to produce and publish writing.

## Writing Standard 6 Desired Student Performance:

| Grade Level: Pre-Kindergarten                                                                         | Next Progression: Kindergarten                                                                                                                                           |
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| <b>W6</b> With prompting and support from adults, explore appropriate digital tools to express ideas. | <b>W6</b> With <b>guidance</b> and support from adults, <b>explore a variety of digital tools</b> to produce and publish writing, including in collaboration with peers. |

## Essential Skills and Knowledge:

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                                  | Next Progression: Kindergarten                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"><li>With modeling, prompting and support, use a variety of appropriate print, online, or multimedia sources in order to experience and interact with digital tools to explore ideas and interests.</li></ul> | <ul style="list-style-type: none"><li>With guidance, select print, online, and multimedia sources.</li><li>With guidance, use technology to record and organize data/information.</li></ul> <p>With guidance, use technology to present findings/conclusions in a variety of formats.</p> <p>With prompting and support, contribute to a shared writing experience using digital tools.</p> |

## Writing (W) Anchor Standard 7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

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

### Writing Standard 7 at a Glance:

**Pre-Kindergarten:** Students participate in inquiry of a subject and collaboratively identify details for a shared writing.

**Grades K-2:** Students gather, evaluate, and synthesize information from various sources to support writing tasks. They participate in shared research (e.g., explore books by a favorite author and express opinions). Students share findings in simple formats (drawing, dictation, early writing). They identify a topic, ask and refine questions, and explore various sources with guidance.

## Writing Standard 7 Desired Student Performance:

| Grade Level: Pre-Kindergarten                                         | Next Progression: Kindergarten                                                                                                                        |
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| <b>W7</b> Participate in shared research and shared writing projects. | <b>W7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |

## Essential Skills and Knowledge:

| Grade Level: Pre-Kindergarten                                                                                                                                                                                                                  | Next Progression: Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>With modeling and support:</p> <ul style="list-style-type: none"> <li>Identify a shared topic or topic of personal interest.</li> <li>Select print, online, and multimedia sources.</li> <li>Contribute to a learning community.</li> </ul> | <ul style="list-style-type: none"> <li>With guidance and support from adults, identify an assigned or personal information need (topic to research).</li> <li>Formulate and refine questions to meet an information need.</li> <li>Explore and identify human, print, online, and multimedia resources.</li> <li>Use technology tools to find data/information within a specific source.</li> <li>Use a variety of formats to prepare the findings/conclusions of the information need (topic to research).</li> <li>Contribute to a learning community.</li> </ul> |

## Writing (W) Anchor Standard 8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

### Writing Standard 8 at a Glance:

**Pre-Kindergarten:** Students recall and discuss information from experiences or information from provided sources to answer a question.

**Grades K-2:** Students begin identifying sources of information and using facts in their writing with support. They present their findings through simple formats (drawings, dictation, basic writing). Students collaborate with peers and adults in learning communities. Students use simple sources with guidance, identify a topic with guidance, ask and refine simple questions, and use basic sources (books, videos, observations). They begin using technology tools.

## Writing Standard 8 Desired Student Performance:

| Grade Level: Pre-Kindergarten                                                                                                                  | Next Progression: Kindergarten                                                                                                                                       |
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| <b>W8</b> With modeling and support from adult, recall information from experiences or information from provided sources to answer a question. | <b>W8</b> With <b>guidance</b> and support from adults, recall information from experiences or <b>gather information from provided sources</b> to answer a question. |

## Essential Skills and Knowledge:

| Grade Level: Pre-Kindergarten                                                                                                                        | Next Progression: Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>Through discussion, use prior knowledge or information from provided sources to answer a question.</li> </ul> | <ul style="list-style-type: none"> <li>Use prior knowledge to formulate questions to meet an information need.</li> <li>Select print, online, and multimedia sources.</li> <li>Record data/information in a variety of formats.</li> <li>Draw conclusions from the recorded data/information to create new understandings.</li> </ul> <p>Explain the idea of giving credit to sources of information.</p> <p>Compose text using revising and editing strategies of effective writers and speakers.</p> <p>Prepare writing for display by revising and editing using rules, such as capital letters and periods.</p> |

# Writing (W) Anchor Standard 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

The **Writing Standard 9** asks students to support analysis, reflection, and research by drawing direct evidence from texts. Students learn to connect textual evidence to ideas in explanatory, argumentative, and narrative writing. The Standard emphasizes utilizing accurate and relevant information from multiple sources. Students learn how to integrate information from a variety of sources to make their writing unique by utilizing sources properly as well as ensuring that sources are referenced and cited accurately. This Standard is paired with:

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

## Writing Standard 9 at a Glance:

- **Pre-Kindergarten:** This standard begins in Grade 4.
- **Grades K-2:** This standard begins in Grade 4.

## Writing Standard 9 Desired Student Performance:

| Grade Level: Pre-Kindergarten  | Next Progression: Kindergarten |
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| <b>W9</b> (Begins in Grade 4). | <b>W9</b> (Begins in Grade 4). |

# Writing (W) Anchor Standard 10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

- Language Standards
- Speaking and Listening Standards

## Writing Standard 10 at a Glance:

**Pre-Kindergarten:** This standard begins in Grade 3.

**Grades K-2:** This standard begins in Grade 3.

## Writing Standard 10 Desired Student Performance:

| Grade Level: Pre-Kindergarten | Next Progression: Kindergarten |
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| (Begins in Grade 3).          | (Begins in Grade 3).           |