

<b>Writing Standards K-5(W)</b>					
<b>Kindergartners:</b>	<b>Grade 1 Students</b>	<b>Grade 2 Students</b>	<b>Grade 3 Students</b>	<b>Grade 4 Students</b>	<b>Grade 5 Students</b>
<b>Text Types &amp; Purposes</b>					
<p><b>1.</b> 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>).</p>	<p><b>1.</b> 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>).</p>	<p><b>1.</b> 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>).</p>	<p><b>1.</b> 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>).</p>	<p><b>1.</b> 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>).</p>	<p><b>1.</b> 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>).</p>
<p><b>2.</b> 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.</p>	<p><b>2.</b> 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.</p>	<p><b>2.</b> 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.</p>	<p><b>2.</b> 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.</p>	<p><b>2.</b> 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.</p>	<p><b>2.</b> 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.</p>
<p><b>3.</b> 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.</p>	<p><b>3.</b> 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.</p>	<p><b>3.</b> 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.</p>	<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order. Provide a sense of closure.</li> </ul>	<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b>3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Production &amp; Distribution of Writing</b>					
<p><b>4. (Begins in grade 2)</b></p>	<p><b>4. (Begins in grade 2)</b></p>	<p><b>4. (Begins in grade 2)</b></p>			
<p><b>5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p><b>6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<b>Research to Build &amp; Present Knowledge</b>					
<p><b>7.</b> Participate in shared research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>).</p>	<p><b>7.</b> Participate in shared research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>).</p>	<p><b>7.</b> Participate in shared research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>).</p>	<p><b>7.</b> Participate in shared research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>).</p>	<p><b>7.</b> Participate in shared research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>).</p>	<p><b>7.</b> Participate in shared research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>).</p>

English Language Arts K-5

“CA COMMON CORE STANDARDS CONTINUUM”

<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>9. (Begins in grade 4)</b>					
<i>Range of Writing</i>					
<b>10. (Begins in grade 2)</b>					