**College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes** (These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, edition, rewriting, or trying a new approach.
3. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

1. 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.

**Text Types and Purposes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Argumentative Texts** | **Informative/ Explanatory Texts** | **Narrative Texts** |
| **Kindergarten** | 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., *My favorite book is …).* | 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. | 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. |
| **Grade 1** | Write opinion pieces in which they 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. | Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | 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. |
| **Grade 2** | 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. | Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | 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. |
| **Grade 3** | Write opinion pieces on topics or texts, supporting a point of view with reasons.1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Providing reasons that support the opinion.
3. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
4. Provide a concluding statement or section.
 | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.1. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
2. Develop the topic with facts, definitions, and details.
3. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
4. Provide a concluding statement or section.
 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.1. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3. Use temporal words and phrases to signal event order.
4. Provide a sense of closure.
 |
| **Grade 4** | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.1. 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.
2. Provide reasons that are supported by facts and details.
3. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).*
4. Provide a concluding statement or section related to the opinion presented.
 | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.1. 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.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or explanation presented.
 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.
 |
| **Grade 5** | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.1. 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.
2. Provide logically ordered reasons that are supported by facts and details.
3. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
4. Provide a concluding statement or section related to the opinion presented.
 | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.1. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially)*.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or

explanation presented. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.
 |

**Notes:**