Alignment of Writing Strategies with Selected Common Core Standards   Grade 4—Writing Strand

Updated: August 5, 2012

Strategies →

Common Core Stds ↓

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
Text Types and Purposes																	
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, & create an organizational structure that lists reasons.	●	●	●		●			●	●			●	●		●		
b. Provide reasons that support the opinion.	●	●	●		●			●	●			●	●		●		
c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.	●	●			●			●	●			●	●		●		
d. Provide a concluding statement or section.	●	●		●	●			●	●			●	●		●		
Text Types and Purposes (cont.)																	
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.	●	●		●	●			●	●				●		●		
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.	●	●	●	●	●			●	●	●	●				●		

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Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
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.	●			●	●	●		●	●	●	●	●	●	●	●
Production and Distribution of Writing															
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	●	●	●	●	●	●		●	●	●	●	●	●	●	●
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.	●				●										●
Research to Build and Present Knowledge															
7. Conduct short research projects that build knowledge about a topic.	●	●	●	●	●			●	●		●	●	●		●
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	●	●	●		●			●							●
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].")	●	●	●	●	●			●	●		●	●	●	●	●

Alignment of Writing Strategies with Selected Common Core Standards   Grade 4—Writing Strand

Updated: August 5, 2012

Common Core Stds / **Strategies →**	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
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").	●	●	●	●	●			●	●		●	●	●	●	●		
Range of Writing																	
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		

Alignment of Writing Strategies with Selected Common Core Standards — Grade 5—Writing Strand

Updated: August 5, 2012

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
Text Types and Purposes																	
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, & create an organizational structure that lists reasons.	●	●	●	●				●	●			●			●		
b. Provide reasons that support the opinion.	●	●	●						●						●		
c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.	●	●	●						●		●				●		
d. Provide a concluding statement or section.	●	●	●						●		●				●		
Text Types and Purposes (cont.)																	
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.	●	●	●						●		●				●		
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.	●		●		●	●		●		●	●	●			●		

Alignment of Writing Strategies with Selected Common Core Standards   Grade 5—Writing Strand

Updated: August 5, 2012

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
c. Use temporal words and phrases to signal event order.	●	●			●	●		●		●	●		●	●	●		
d. Provide a sense of closure.	●	●	●	●	●	●		●	●	●	●	●	●	●	●		
Production and Distribution of Writing																	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	●	●	●		●	●	●	●	●	●	●	●	●	●	●		
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.	●	●			●	●				●	●		●		●		
Research to Build and Present Knowledge																	
7. Conduct short research projects that build knowledge about a topic.	●	●	●	●	●	●		●	●		●		●		●		
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	●	●	●	●	●				●		●				●		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●	●			●				●	●	●	●		
a. Apply *grade 5 Reading standards* 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. Apply *grade 5 Reading standards* 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 point[s]").	●	●	●	●	●			●	●		●	●	●	●	●		
Range of Writing																	

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Common Core Stds / Strategies	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		

Common Core Stds / Strategies →	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Text Types and Purposes															
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, & create an organizational structure that lists reasons.	●	●	●	●	●			●	●			●	●		●
b. Provide reasons that support the opinion.	●	●	●	●	●			●	●			●			●
c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.	●	●			●			●			●	●	●		●
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 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.	●	●	●	●	●			●				●	●	●	●
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.	●	●	●	●	●			●		●	●				●

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Alignment of Writing Strategies with Selected Common Core Standards — Grade 6—Writing Strand

Updated: August 5, 2012

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
c. Use temporal words and phrases to signal event order.	●	●			●					●	●		●	●	●		
d. Provide a sense of closure.	●	●	●	●	●	●		●		●	●	●	●	●	●		
Production and Distribution of Writing																	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	●	●	●	●	●	●		●	●	●	●	●	●	●	●		
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.	●				●										●		
Research to Build and Present Knowledge																	
7. Conduct short research projects that build knowledge about a topic.	●	●	●	●	●	●		●	●		●	●			●		
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	●	●			●										●		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●	●			●				●	●	●	●		
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	●	●	●	●	●			●	●		●	●	●	●	●		
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace & evaluate the argument & specific claims in a text, distinguishing claims that are supported by reasons & evidence from claims that are not").	●	●	●	●	●			●	●		●	●	●	●	●		

Alignment of Writing Strategies with Selected Common Core Standards   Grade 6—Writing Strand

Updated: August 5, 2012

Common Core Stds	Strategies → Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, **Wanted**, But, **So**, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short **Answer**, **Why?**	Conventions		
Range of Writing																	
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		