

Alignment of Writing Strategies with Selected Common Core Standards

Grade K—Writing Strand

Updated: August 5, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">Common Core Stds ↓</p>	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		
<i>Text Types and Purposes</i>																	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about & state an opinion or preference about the topic or book.	●	●	●	●	●			●					●		●		
2. 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.	●	●	●	●	●			●		●	●		●		●		
3. 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.	●	●	●	●	●			●		●	●	●	●	●	●		
<i>Production and Distribution of Writing</i>																	
4. (Begins in grade 3)																	
5. With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed.	●	●	●	●	●			●		●					●		
6. With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers.	●	●	●	●	●			●		●					●		
<i>Research to Build and Present Knowledge</i>																	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	●	●			●			●				●	●		●		
8. With guidance and support from adults, recall information experiences or gather information from provided sources to answer a question.	●	●		●	●			●			●				●		

Alignment of Writing Strategies with Selected Common Core Standards

Grade K—Writing Strand

Updated: August 5, 2012

<p>Strategies →</p> <p>Common Core Stds ↓</p>	<p>Essential Questions Identify / Restate</p>	<p>A-Z</p>	<p>Clustering</p>	<p>Metacognition</p>	<p>Morphology</p>	<p>Acrostic</p>	<p>Diamante</p>	<p>Sentence Expansion</p>	<p>Defining Format</p>	<p>Somebody, Wanted, But, So, Then</p>	<p>Narrative</p>	<p>Venn Diagram</p>	<p>Essays: Personal, Explanatory, Persuasive</p>	<p>Question, Short Answer, Why?</p>	<p>Conventions</p>		
<p>9. (Begins in grade 4)</p>																	
<p><i>Range of Writing</i></p>																	
<p>10. (Begins in grade 3)</p>																	

Alignment of Writing Strategies with Selected Common Core Standards

Grade 1—Writing Strand

Updated: August 5, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Common Core Stds</p>	<p style="text-align: center;">Essential Questions <i>Identify / Restate</i></p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">Somebody, Wanted, But, So, Then</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
<i>Text Types and Purposes</i>																	
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.	●	●	●	●	●			●					●	●			
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	●	●	●	●	●			●		●	●		●	●			
3. 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.	●	●	●	●	●			●		●	●		●	●	●		
<i>Production and Distribution of Writing</i>																	
4. Begins in Grade 3.																	
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.	●	●	●	●	●			●		●					●		●
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	●	●	●	●	●			●		●					●		
7. 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).	●	●	●		●	●	●	●			●	●			●		●
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	●	●	●	●	●			●							●		

Alignment of Writing Strategies with Selected Common Core Standards

Grade 1—Writing Strand

Updated: August 5, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">↓ Common Core Stds</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Essential Questions Identify / Restate</p>	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		
<i>Research to Build and Present Knowledge</i>																	
9.(Begins in grade 4)																	
<i>Range of Writing</i>																	
10. (Begins in grade 3)																	

Alignment of Writing Strategies with Selected Common Core Standards

Grade 2—Writing Strand

Updated: August 5, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Common Core Stds</p>	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	
<i>Text Types and Purposes</i>																
1. 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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion & reasons, & provide a concluding statement or section.	●	●	●	●	●			●	●				●		●	
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	●	●	●	●	●			●	●	●	●		●		●	
3. 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.	●	●	●	●	●			●	●	●	●		●	●	●	
<i>Production and Distribution of Writing</i>																
4. (Begins in grade 3)																
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	●	●	●	●	●			●		●					●	●
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	●	●	●	●	●			●		●					●	●
<i>Research to Build and Present Knowledge</i>																

Alignment of Writing Strategies with Selected Common Core Standards

Grade 2—Writing Strand

Updated: August 5, 2012

<p style="text-align: right;">Strategies →</p> <p style="text-align: left;">Common Core Stds ↓</p>	Essential Questions <i>Identify / Restate</i>	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		
7. 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).	●	●	●		●		●		●			●	●		●		
8. Recall information from experiences or gather information from provided sources to answer a question.	●	●	●	●	●			●							●		
9. (Begins in grade 4)																	
<i>Range of Writing</i>																	
10. (Begins in grade 3)																	

Alignment of Writing Strategies with Selected Common Core Standards

Grade 3—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		
<i>Text Types and Purposes</i>																	
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., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	●	●			●		●	●							●		
d. Provide a concluding statement or section.	●	●	●		●			●			●		●		●		
<i>Text Types and Purposes (cont.)</i>																	
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., <i>also, another, and more, but</i>) to connect ideas within categories of information.	●	●	●		●		●	●					●		●		

Alignment of Writing Strategies with Selected Common Core Standards

Grade 3—Writing Strand

Updated: August 5, 2012

<p style="text-align: right;">Strategies →</p> <p style="text-align: left;">Common Core Stds ↓</p>	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		
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.	●	●	●		●	●		●		●	●				●		
c. Use temporal words and phrases to signal event order.	●	●			●					●	●			●	●		
d. Provide a sense of closure.	●	●	●	●	●			●		●	●	●	●	●	●		
<i>Production and Distribution of Writing</i>																	
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

Alignment of Writing Strategies with Selected Common Core Standards

Grade 3—Writing Strand

Updated: August 5, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">↓ Common Core Stds</p>	<p style="text-align: center;">Essential Questions <i>Identify / Restate</i></p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">Somebody, Wanted, But, So, Then</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
<p>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.</p>	●				●										●		
<i>Research to Build and Present Knowledge</i>																	
<p>7. Conduct short research projects that build knowledge about a topic.</p>	●	●	●	●	●	●		●	●		●	●	●		●		
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	●	●	●		●			●			●		●		●		
<p>9. (Begins in grade 4)</p>																	
<i>Range of Writing</i>																	
<p>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.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		