

K-8 Writing Continuum

Strand	K	1	2
Persuasive Writing arguments/opinions to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	(included in responding to literature)	begin to write opinion with reasons <ul style="list-style-type: none"> introduce the topic with opinion supply a reason for the opinion provide some sense of closure. 	Writes opinion and gives reasons <ul style="list-style-type: none"> state an opinion supply reasons that support the opinion use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons provide a conclusion differentiate between opinion and fact
Informational Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	With assistance, students collaboratively research a topic <ul style="list-style-type: none"> communicate what they learn by talking, drawing and writing use drawings, art projects, and books to write details about a topic Units include Dinosaurs and life cycles.	Teaches a reader about a topic <ul style="list-style-type: none"> supply some facts about the topic gather information from provided sources to answer questions uses “expert” words provide some sense of closure Units include Transportation and Birds	Teaches readers important information on a topic <ul style="list-style-type: none"> introduce a topic use facts and definitions to develop point, read a number of books on a single topic to produce a report provide a concluding statement or section uses “expert” words Units include Mannahatta and Human Body
Narrative Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	With assistance, students tell/draw/write complete stories. <ul style="list-style-type: none"> 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 Units include fiction stories and Mo Willems style stories	Writes stories with two or more appropriately sequenced events <ul style="list-style-type: none"> include some details regarding what happened use temporal words to signal event order provide some sense of closure. Units include fiction and series books	Writes a well-elaborated event or short sequence of event <ul style="list-style-type: none"> develop a setting create a fictional character with thoughts, actions, emotions include details to describe actions, thoughts, and feelings use temporal words to signal event order provide a sense of closure. Units include Ezra Jack Keats stories
Responding to Literature Respond to literature through a variety of genres and/or media..	With assistance, kindergarten students use a combination of drama, drawing, dictating, and writing to respond to favorite story books.	Create and present a response to a particular author or theme studied in class in a variety of forms - art, drama, written work.	Develop connections within and across genres; respond to texts through written, digital, and oral presentations,
Foundational Standards Addresses spelling, punctuation and vocabulary usage.	With support, <ul style="list-style-type: none"> begin to be able to read their writing write letters for sounds space words begin to use capital and lower-case letters. 	<ul style="list-style-type: none"> Use knowledge of words and chunks of words to spell Spell word wall words correctly End sentences with punctuation Use a capital letter for names 	<ul style="list-style-type: none"> Apply knowledge of spelling patterns Transfer knowledge of how words are spelled to spell new words. Quotation marks to show dialogue Apostrophes in high frequency contractions

Strand	3	4	5
Persuasive Writing arguments/opinions to support claims in an analysis of substantive	Writes opinion and helps readers understand reasons <ul style="list-style-type: none"> Provides organized reasons that support the opinion. 	Makes a claim about a topic or text and tries to support with reasons <ul style="list-style-type: none"> Provides reasons in organized paragraphs that are supported by 	Makes a claim or thesis, supported with reasons, and provides evidence for reasons. <ul style="list-style-type: none"> Links opinion and reasons using

<p>topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> ● Uses linking words and phrases to connect ideas and reasons ● Uses drawings, labels, captions, diagrams ● Begins to use language to encourage readers to think or feel certain ways ● Provides a concluding statement or section 	<p>facts and details</p> <ul style="list-style-type: none"> ● Selects evidence that best supports claim ● Links opinion and reasons using words and phrases ● Purposeful word choice to make points ● Provides a concluding statement or section related to the opinion 	<p>words, phrases, and clauses</p> <ul style="list-style-type: none"> ● Attends to audience ● Provides multiple forms/sources of evidence (facts, anecdotes, information, examples, quotations) ● Provide a concluding statement or section related to the opinion presented.
<p>Informational Writing</p> <p>informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Writes to teach readers about a subject .</p> <ul style="list-style-type: none"> ● Uses sequence words ● Groups information into paragraphs or other parts ● Writes facts, definitions, details about topic and explains some of them ● Uses drawings, labels, captions, diagrams ● Writes in a way that engages readers ● Writes a conclusion that summarizes ideas <p>Units include biomes reports and outer space reports</p>	<p>Writes to teaches readers a variety of information on a topic</p> <ul style="list-style-type: none"> ● Writes an engaging introduction to the topic ● Groups information into sections, paragraphs, and/or chapters ● Deliberately chooses subtopics, facts, details to keep the reader’s interest ● Researches information from a variety of reliable sources. ● Writes an ending that provides a final insight <p>Units include Revolutionary War and Social Issues essays</p>	<p>Uses different kinds of information to teach about a topic</p> <ul style="list-style-type: none"> ● Writes an introduction that sets the reader up for what is to come ● Explains different aspects of a topic ● Uses trusted sources and gives some credits ● Organizes writing into separate sections that are purposefully structured and arranged ● Conclusion restates the main points and offers a final thought for readers to consider <p>Units include biographies and environmental issue mini-documentaries</p>
<p>Narrative</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Writes a story that builds over events</p> <ul style="list-style-type: none"> ● Introduces characters, setting and problem in the beginning of the story ● Chooses the action, talk or setting that would make an engaging introduction ● Brings characters to life through dialogue and descriptions of actions/thoughts/ feelings ● Uses details to help readers picture what is happening ● Provides sense of closure at the end <p>Units include realistic fiction and fantasy</p>	<p>Writes a story with plot development and revises to improve the story.</p> <ul style="list-style-type: none"> ● Writes a beginning that brings readers into the world of the story ● Uses dialogue and description to develop plot and show responses and feelings of characters ● Indicates time change through word choice ● Conveys emotion or tone, through description, figurative language, dialogue and thoughts ● Crafts an ending that connects the beginning and middle <p>Units include memoir and mini-mysteries</p>	<p>Writes narratives that develop real or imagined experiences</p> <ul style="list-style-type: none"> ● Sets up plot in the introduction with some foreshadowing ● Uses complex passage of time (i.e. flash back, flash forward) ● Varies development of parts of story to emphasize key points ● Varies pace through sentence structure and including more or less detail depending on importance of events. ● Develops character through internal dialogue ● Creates sense of closure connected to something a character learns in the story. <p>Units include fantasy</p>
<p>Responding to Literature</p> <p>Respond to literature through a variety of genres and/or media.</p>	<p>Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.</p> <p>Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p>	<p>Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.</p> <p>Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p>	<p>Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres</p> <ul style="list-style-type: none"> ● Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class. ● Recognize and illustrate social, historical, and cultural features in the presentation of literary texts <p>Units include literary essays.</p>
<p>Foundational Standards</p> <p>Addresses spelling, punctuation and vocabulary</p>	<ul style="list-style-type: none"> ● Uses knowledge of word families and spelling rules to edit ● Uses commas and quotation 	<ul style="list-style-type: none"> ● Use of word families and spelling rules to edit ● Writes a variety of sentence types 	<ul style="list-style-type: none"> ● Uses word patterns to spell correctly ● Uses references to assist in correcting spelling

usage.	<ul style="list-style-type: none"> marks in dialogue Uses punctuation at the end of every sentence Begins to use sentence variety 	<ul style="list-style-type: none"> Punctuates sentences correctly Punctuates dialogue correctly 	<ul style="list-style-type: none"> Spells words important to topic correctly Uses commas to set apart clauses Uses a variety of punctuation Begins to cite sources
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Strand	6	7	8
<p>Persuasive</p> <p>Writing arguments/opinions to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Explains a topic, stakes out a position, and supports position with variety of trustworthy sources.</p> <ul style="list-style-type: none"> Writes a compelling introduction to interest readers Uses transition words to connect claim, reasons and evidence and to imply relationships between ideas/information. Includes a variety of facts, quotes, examples, definitions to support thesis Explains how evidence supports claim Conclusion strengthens the overall argument. 	<p>Lays out a well-supported argument that is part of a larger conversation.</p> <ul style="list-style-type: none"> Acknowledges positions/evidence that might disagree with claim Uses transitions to link ideas/evidence and claims/counterclaims Consistently incorporates and cites evidence from trustworthy sources. Uses domain specific vocabulary Conclusion reinforces main points while summarizing the argument coherently 	<p>Lays out argument about a topic clearly and explains why it is important and valid</p> <ul style="list-style-type: none"> Provides context for own, as well as other's, positions. Uses and cites trustworthy sources Considers audience in constructing argument Chooses language to influence reader's emotions, thoughts Analyzes relevance of evidence and counterclaims Conclusion addresses significance of argument.
<p>Informational</p> <p>Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Writer conveys ideas and information about a topic in a well-structured text.</p> <ul style="list-style-type: none"> Introduction engages reader through quote or significant fact Uses transitions to clarify how different text elements combine to connect ideas and imply relationships Includes facts, details, observations with explanation. Conclusion restates important ideas and offers final insight <p>Units include integration with social studies topics of Ancient Civilization and biographies of poets</p>	<p>Writer brings together ideas and information about a topic in a text that uses a variety of text structures.</p> <ul style="list-style-type: none"> Introduction engages reader by explaining topic, providing compelling facts, statistics or anecdotes. Previews structure of text Includes information about different aspects of the topic drawing upon various resources. Conclusion reinforces and builds on main points, highlight significance <p>Units include journalism</p>	<p>Writer discusses key concepts in a compelling and accessible way.</p> <ul style="list-style-type: none"> Introduction provides context, introduces focus, orients reader to structure of text Uses trusted resources with citations. Deliberate word choices, imagery, phrases, Blends storytelling with informational tone Conclusion suggest implications, builds significance, alludes to challenges. <p>Units include speech writing and social issues essays</p>
<p>Narrative</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Story has tension, resolution, and realistic characters and conveys an idea, lesson or theme</p> <ul style="list-style-type: none"> Introduction sets plot in motion and hints at larger meaning of story. Uses narrative craft to develop character, plot Effectively uses language to shift time frame, mood or setting Develops realistic characters through detail, action, dialogue and internal thinking Provides a conclusion that shows a new realization or insight for 	<p>Narrative has realistic characters, tension, change.</p> <ul style="list-style-type: none"> Develops an idea, lesson or theme Introduction hints at big ideas, how setting affects character, or multiple perspectives Alerts reader to changes in time, setting mood, pov through text structures and complex sentences Develops contradictions within a character Provides a sense of closure by showing how character changed or problem was resolved <p>Units include memoir and science</p>	<p>Narrative has well-developed characters who change</p> <ul style="list-style-type: none"> Uses story to comment on a social issue, teach a lesson, or develop a point of view. Introduction hints at big ideas, how setting affects character, or multiple perspectives Develops complex characters who change or change others, who have dreams and who respond to pressures Alerts reader to changes in time, setting mood, pov through text structures and complex sentences

	<p>the character Units include mini-fiction stories and personal narratives.</p>	<p>fiction</p>	<ul style="list-style-type: none"> Provides closure that circles back to central idea, issue or theme. <p>Units include fictional stories and memoirs</p>
<p>Responding to Literature Respond to literature through a variety of genres and/or media..</p>	<p>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p> <ul style="list-style-type: none"> Explain how an author develops the point of view of the narrator or speaker in a text. Explain how an author's geographic location or culture affects his or her perspective. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. <p>Analysis of poetry and literary texts throughout the year</p>	<p>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p> <ul style="list-style-type: none"> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. Analyze stories, drama, or poems by authors who represent diverse world cultures. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations <p>Emphasis is on literary analysis</p>	<p>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p> <ul style="list-style-type: none"> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. <p>There is an emphasis on literary essays in grade 8</p>
<p>Foundational Standards Addresses spelling, punctuation and vocabulary usage.</p>	<ul style="list-style-type: none"> Uses resources to be sure spelling is accurate Punctuates quotes and citations correctly Vary sentence patterns for meaning, reader/listener interest, and style 	<ul style="list-style-type: none"> Spells technical vocabulary correctly Varies sentence structure Uses complex punctuation to enhance ideas 	<ul style="list-style-type: none"> Spells technical and literary vocabulary correctly Uses a variety of sentence structure Uses verb tense purposefully, deciding between active and passive voice Uses internal punctuation effectively

K-8 Common Core Reading Continuum

Strand	K	1	2
Reading Literature	<p>With help, students:</p> <ul style="list-style-type: none"> ● retell favorite and new stories, including key details about events, characters and setting ● talk about characters in a story ● identify different genres of text such as poetry and story books discuss how pictures help you understand the story 	<p>Independently,</p> <ul style="list-style-type: none"> ● retell favorite and new stories, including key details about events, characters and setting ● talk about characters in a story ● compare and contrast the experiences and adventures of characters in different books ● explain the difference between books that tell stories and books that give information 	<ul style="list-style-type: none"> ● Ask and answer who, what, when, why and how to understand key details ● Retell stories and determine their central message, lesson, or moral. ● Acknowledge differences in the points of view of characters, speaking in a different voice for each character when reading dialogue aloud
Informational Reading	<p>With help, students:</p> <ul style="list-style-type: none"> ● ask and answer questions about the information in a text ● name the topic and provide information about the topic in the text ● read and discuss multiple books on one topic ● discuss how the pictures and photographs can teach us more information about the topic 	<p>Independently,</p> <ul style="list-style-type: none"> ● ask and answer questions about the information in a text ● name the topic and provide information about the topic in the text ● read and discuss multiple books on one topic ● use different text features (table of contents, headings, photographs, etc.) to locate information in a text 	<ul style="list-style-type: none"> ● Ask and answer who, what, when, why and how to understand key details ● Understand how individual paragraphs contribute to the overall meaning of a text. ● Use text features such as images or graphs to better understand the ideas in the text. ● read multiple texts on the same topic to think about how these texts can work together to build knowledge.

Strand	3	4	5
Reading Literature	<ul style="list-style-type: none"> ● Recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text ● Describe character traits, motivations, and feelings contribute to the plot ● Distinguish their own point of view from that of the narrator or those of the characters. ● When discussing literature, refer to specific parts of the story and be able to talk about how the plot builds over time. 	<ul style="list-style-type: none"> ● Determine the theme of a story, play, or poem from details in the text. ● Discuss in depth a character, setting or event in a story or drama using specific details to draw a conclusion that is not explicitly stated. ● Compare and contrast the point of view in stories, including the difference between first and third-person accounts. ● Read widely in different genres (drama, poetry, graphic novels, prose) 	<ul style="list-style-type: none"> ● Determine the theme of a story, play, or poem from details in the text and how characters respond to challenges ● Compare and contrast two or more characters, settings or events in a story or drama using direct quotes from the text. ● Students describe how a narrator's or speaker's point of view influences how events are described. ● Identify similarities and differences in themes and topics when reading stories of the same genre.
Informational Reading	<ul style="list-style-type: none"> ● Ask questions about a text, referring to the text as the basis for answers. ● Describe the relationship between a series of events, ideas or concepts in a text ● Compare and contrast the most important points in two texts on the same topic. 	<ul style="list-style-type: none"> ● Summarize main idea of a text using details and examples from a text. ● Integrate information from two or more texts on the same topic, including information from graphs and diagrams. ● Begin to identify structures of informational text such as chronology, cause/effect, problem/solution 	<ul style="list-style-type: none"> ● Quote accurately from a text, and be able to cite, when explaining what the text says and when making inferences. ● Determine the main ideas of a text and explain how the author uses key details to support the ideas. ● Compare and contrast two or more ideas, events or people in a text and explain how this helps you

			<p>more deeply understand the information.</p> <ul style="list-style-type: none"> ● Critically read a variety of media to gain information and integrate information across sources.
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Strand	6	7	8
Reading Literature	<ul style="list-style-type: none"> ● Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution structure and craft: figurative and connotive meanings, ● Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● Analyze how an author develops point of view 	<ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. Describe how elements of a story/drama interact (how setting shapes character or plot). ● Analyze how a text's form or structure contributes to meaning. ● Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 	<ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ● Analyze how particular lines of dialogue or events in a story propel action and reveal aspects of a character or provoke a decision. ● Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. ● Analyze how differences in the points of view of the characters and the audience create such effects as suspense or humor.
Informational Reading	<ul style="list-style-type: none"> ● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<ul style="list-style-type: none"> ● Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ● Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. ● Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	<ul style="list-style-type: none"> ● Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ● analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ● Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.