

## KINDERGARTEN WRITING STANDARDS BREAKDOWN

**Anchor Standard/ Domain Name:** Writing

**Text Types and Purposes:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Standard Text:**

W.K.1 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...*).

**Students who can demonstrate understanding can:**

- state the name, topic and opinion of a book.
- use a combination of drawing, dictating or writing about an opinion on the topic.
- use a combination of drawing, dictating or writing details to support their opinion.

**Vertical Alignment to Previous Grades:**

N/A

**Vertical Alignment to Future Grades:**

W.1.1, W.2.1

**Clarification Statement:** Students discuss thoughts with their peers and the teacher. Students state opinions by responding to simple questions such as, "What is your favorite book?" After students learn to state their opinions orally, they begin to put their thoughts on paper. Early writing in kindergarten often looks like squiggles and random marks on paper, and then progresses to strings or groups of letters. This is valid writing for developing authors. Kindergarten students also draw pictures to add details. The teacher asks questions and makes suggestions to help students strengthen their writing.

**Vocabulary for Teacher Development:**

- **dictating** – to say or read aloud with the purpose of having another write down what is spoken
- **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.
- **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.
- **topic** – the subject or matter being discussed or written about in a text, speech, etc.

**Anchor Standard/ Domain Name:** Writing

**Text Types and Purposes:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Standard Text:**

W.K.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.

**Students who can demonstrate understanding can:**

- use a combination of drawing, dictating or writing to name the topic.
- participate in research (either print or digital) about their topic.
- use a combination of drawing, dictating or writing to supply some information/details about the topic.

**Vertical Alignment to Previous Grades:**

N/A

**Clarification Statement:**

Students work in groups and, with adult guidance, the class chooses a topic to research. With the help of adults, students research facts

<p><b>Vertical Alignment to Future Grades:</b> W.1.2, W. 2.2</p>	<p>about the topic and include the information in their writing. The teacher guides students in the use of print or digital media to find facts about the subject. The teacher uses a chart or board to record information about the topic. Students then draw, dictate, or write the name of the topic and facts about the topic. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Kindergarten students use dictating, drawing, and writing to identify and supply information about a topic and demonstrate their knowledge about the topic.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>dictating</b> – to say or read aloud with the purpose of having another write down what is spoken</li> <li>• <b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</li> <li>• <b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Text Types and Purposes:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	
<p><b>Standard Text:</b> W.K.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.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use a combination of drawing, dictating, and writing to tell about an event.</li> <li>• include a loosely linked beginning, middle, end.</li> <li>• provide a reaction to what happened.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> N/A</p> <p><b>Vertical Alignment to Future Grades:</b> W.1.3, W.2.3</p>	<p><b>Clarification Statement:</b> Kindergarten students learn to share their many stories by developing their voices as narrative writers. Kindergarten students write about a single event or several roughly related events in a sequential order and, with teacher support as needed, provide a reaction to what happened. Students’ first narratives are simply drawings. The teacher guides students to think of an event, picture the event in their head, and tell a partner about it. After students share their stories, the teacher models drawing his/her story. As the teacher draws, she/he tells the story out loud and adds details to the drawing as needed. Students think about, picture, tell, and draw their own stories.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>dictating</b> – to say or read aloud with the purpose of having another write down what is spoken</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</li> <li>• <b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Production and Distribution of Writing:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Standard Text:</b> (W.K.4 begins in grade 3)</p>	
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Production and Distribution of Writing:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p><b>Standard Text:</b> W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>Students who can demonstrate understanding can with guidance and support:</b></p> <ul style="list-style-type: none"> <li>• add new additions and revisions to writing based on suggestions from adults/peers.</li> <li>• be able to respond to questions and suggestions about their writing.</li> <li>• understand how to add descriptive words to their writing.</li> <li>• Recognize spelling, grammar, and punctuation errors.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> N/A</p> <p><b>Vertical Alignment to Future Grades:</b> W.1.5, W.2.5</p>	<p><b>Clarification Statement:</b> Throughout the writing process, the teacher meets with individual students to offer support and guidance, ask questions, and make suggestions to help students strengthen their work. Students also meet with their peers to share their information and ask and answer questions to help clarify writing.</p>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Production and Distribution of Writing:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p><b>Standard Text:</b> W.K.6 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>Students who can demonstrate understanding can with guidance and support:</b></p> <ul style="list-style-type: none"> <li>• create published writing pieces to share with peers, family, and/or community.</li> <li>• utilize digital technology with support from adults to publish writing pieces.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> N/A</p> <p><b>Vertical Alignment to Future Grades:</b> W.1.6, W.2.6</p>	<p><b>Clarification Statement:</b> Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>digital tools</b> – programs, online resources, and websites that contain information.</li> <li>• <b>evaluate</b> – form an idea, assess</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Research to Build and Present Knowledge:</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	

<p><b>Standard Text:</b> W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• participate in writing and research projects with peers.</li> <li>• look at multiple sources about a topic and/or various books by the same author.</li> <li>• express opinion about the topic, by drawing, dictating or writing.</li> <li>• use drawing, dictating or writing to give a reason that supports their opinion.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> N/A</p> <p><b>Vertical Alignment to Future Grades:</b> W.1.7, W.27.7</p>	<p><b>Clarification Statement:</b> As a class, students explore and write about a topic.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Research to Build and Present Knowledge:</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p><b>Standard Text:</b> <b>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p>	<p><b>Students who can demonstrate understanding can with guidance and support:</b></p> <ul style="list-style-type: none"> <li>• retell/recall key details from experiences.</li> <li>• look at multiple sources or gather information.</li> <li>• use experiences and/or multiple sources to come up with answers to questions.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> N/A</p> <p><b>Vertical Alignment to Future Grades:</b> W.1.8, W.2.8</p>	<p><b>Clarification Statement:</b> Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance, as needed.</p>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Research to Build and Present Knowledge:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>Standard Text:</b> (W.K.9 begins in grade 4)</p>	
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Range of Writing:</u> 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.</p>	
<p><b>Standard Text:</b> (W.K.10 begins in grade 3)</p>	