The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the Writing strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key

	Anchor Standard	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Text Types and Purposes**
  - CCSS.W.K.1
  - CCSS.W.K.2
  - CCSS.W.K.3
- **Production and Distribution of Writing**
  - CCSS.W.K.5
  - CCSS.W.K.6

- **Research to Build and Present Knowledge**
  - CCSS.W.K.7
  - CCSS.W.K.8

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W.K.1

	Anchor Standard: Writing
⚓	*Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.*

Grade	*CCSS Domain*	*CCSS Strand*
K	**Writing (W)**	**Text Types and Purposes**

Standard	**Vertical Alignment**	
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...*).	*Previous Grades:* N/A	*Future Grades:* W.1.1, W.2.1

Clarification Statement	**Vocabulary for Teacher Development**
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.	• **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.

Students Who 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.

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W.K.2

Anchor Standard: Writing
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	
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.	*Previous Grades:* N/A	*Future Grades:* W.1.2, W. 2.2

Clarification Statement	Vocabulary for Teacher Development
Students work in groups and, with adult guidance, the class chooses a topic to research. With the help of adults, students research facts 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.	● **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.

Students Who 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.

W.K.3

⚓	**Anchor Standard: Writing** *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.*

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

| 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. | *Previous Grades:*
N/A | *Future Grades:*
W.1.3, W.2.3 |

Clarification Statement	Vocabulary for Teacher Development
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.	**dictating** – to say or read aloud with the purpose of having another write down what is spoken **event** – a thing that happens; an occurrence **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.

Students Who Demonstrate Understanding Can...

- use a combination of drawing, dictating, and writing to tell about an event.
- include a loosely linked beginning, middle, end.
- provide a reaction to what happened.

W.K.5

Anchor Standard: Writing
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	*Previous Grades:* N/A	*Future Grades:* W.1.5, W.2.5

Clarification Statement	Vocabulary for Teacher Development
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.	● N/A

Students Who Demonstrate Understanding Can...

- add new additions and revisions to writing based on suggestions from adults/peers.
- be able to respond to questions and suggestions about their writing.
- understand how to add descriptive words to their writing.
- Recognize spelling, grammar, and punctuation errors.

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W.K.6

⚓	**Anchor Standard: Writing** *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
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.	*Previous Grades:* N/A	*Future Grades:* W.1.6, W.2.6

Clarification Statement	Vocabulary for Teacher Development
Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.	● **digital tools** – programs, online resources, and websites that contain information. ● **evaluate** – form an idea, assess

Students Who Demonstrate Understanding Can...

- create published writing pieces to share with peers, family, and/or community.
- utilize digital technology with support from adults to publish writing pieces.

W.K.7

	Anchor Standard: Writing *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	**Vertical Alignment**	
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).	*Previous Grades:* N/A	*Future Grades:* W.1.7, W.27.7

Clarification Statement	**Vocabulary for Teacher Development**
As a class, students explore and write about a topic.	● **topic** – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- participate in writing and research projects with peers.
- look at multiple sources about a topic and/or various books by the same author.
- express opinion about the topic, by drawing, dictating or writing.
- use drawing, dictating or writing to give a reason that supports their opinion.

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W.K.8

	Anchor Standard: Writing
⚓	*Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	*Previous Grades:* N/A	*Future Grades:* W.1.8, W.2.8

Clarification Statement	Vocabulary for Teacher Development
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.	● N/A

Students Who Demonstrate Understanding Can...

- retell/recall key details from experiences.
- look at multiple sources or gather information.
- use experiences and/or multiple sources to come up with answers to questions.