

WRITING PROGRESSIONS



This chart identifies the writing skills students should demonstrate proficiency with in each grade level. Each grade builds on the previous grade. Teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level.

Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth/Tenth Grades
WRITING STANDARD 1: OPINION OR ARGUMENT WRITING							
<p>Opinion paragraph</p> <p>Provide opinion with reasons</p>	<p>Multiparagraph opinion essay on topics or texts</p> <p>Develop a point of view with reasons and information</p>		<p>Multipage argument</p> <p>Develop claims with clear reasons and relevant evidence</p>		<p>Arguments analyzing substantive topics or texts</p> <p>Develop claims using valid reasoning and relevant and sufficient evidence</p>		
<ul style="list-style-type: none"> • Introduce a topic or text and state an opinion • Supply reasons that support the opinion • Use linking words such as <i>because</i>, <i>and</i>, and <i>also</i> • Provide a concluding statement or section 	<ul style="list-style-type: none"> • Develop a point of view on a topic or text with reasons (W.3.1a) • Create an organizational structure for reasons (W.3.1a) • Use linking words and phrases such as <i>therefore</i>, <i>since</i>, and <i>for example</i> (W.3.1c) 	<ul style="list-style-type: none"> • Introduce a topic or text clearly and state the purpose for writing by including a main idea sentence/ organizing idea statement/thesis statement (W.4.1a) • Create an organizational structure which groups ideas based on the purpose (W.4.1a) • Link opinions and reasons using words and phrases such as <i>for instance</i>, <i>in order to</i>, and <i>in addition</i> (W.4.1c) • Provide a conclusion that relates to the purpose for writing (W.4.1d) 	<ul style="list-style-type: none"> • Logically group ideas to support the purpose (W.5.1a) • Provide logically ordered reasons that are supported by facts and details (W.5.1b) • Link opinions and reasons using words, phrases, and clauses such as <i>consequently</i> and <i>specifically</i> (W.5.1c) 	<ul style="list-style-type: none"> • Introduce claim(s) and organize the reasons and evidence clearly (W.6.1a) • Support claim(s) with clear reasons and relevant evidence (W.6.1b) • Use credible sources (W.6.1b) • Demonstrate understanding of the topic or text (W.6.1b) • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons (W.6.1c) • Establish and maintain a formal style (W.6.1d) • Provide a conclusion that follows from the argument presented (W.6.1e) 	<ul style="list-style-type: none"> • Acknowledge alternate or opposing claims (W.7.1a) • Organize reasons and evidence logically (W.7.1a) • Support claim(s) with logical reasoning and relevant evidence (W.7.1b) • Use accurate and credible sources (W.7.1b) • Use words, phrases, and clauses to create cohesion (W.7.1c) • Provide a conclusion that supports the argument presented (W.7.1e) 	<ul style="list-style-type: none"> • Distinguish the claim(s) from alternate or opposing claims (W.8.1a) • Use words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence (W.8.1c) 	<ul style="list-style-type: none"> • Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence (W.9-10.1a) • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns (W.9-10.1b) • Use words, phrases, and clauses to link the major sections of the writing (W.9-10.1c) • Establish and maintain a formal style and an objective tone while attending to the norms and conventions of the discipline (W.9-10.1d)

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WRITING STANDARD 2: INFORMATIVE OR EXPLANATORY WRITING							
<p>Explanatory paragraph</p> <p>Provide points with facts and details</p>	<p>Multiparagraph informative/explanatory essay</p> <p>Examine a topic</p> <p>Convey ideas and information clearly</p>			<p>Multipage informative/explanatory essay</p> <p>Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>			<p>Multipage informative/explanatory essay</p> <p>Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>
<ul style="list-style-type: none"> • Introduce a topic (W.2.2) • Use facts and definitions to develop points (W.2.2) • Provide a concluding statement or section (W.2.2) 	<ul style="list-style-type: none"> • Group related information together (W.3.2a) • Include illustrations when useful (W.3.2a) • Develop topic with facts, definitions, and details (W.3.2b) • Connect ideas within categories (W.3.2c) • Use linking words and phrases such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, and <i>but</i> (W.3.2c) 	<ul style="list-style-type: none"> • Group related information together in paragraphs/ sections (W.4.2a) • Include headings and multimedia when useful (W.4.2a) • Develop topic with quotations or other related information or examples (W.4.2b) • Use linking words and phrases such as <i>for example</i>, <i>also</i>, and <i>because</i> (W.4.2c) • Use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2d) • Provide a conclusion that relates to the information or explanation (W.4.2e) 	<ul style="list-style-type: none"> • Introduce a topic clearly (W.5.2a) • Provide a general observation and focus which includes the purpose for writing (W.5.2a) • Group related information logically based on the purpose (W.5.2a) • Link ideas within and across categories of information using words, phrases, and clauses such as <i>in contrast</i>, and <i>especially</i> (W.5.2c) 	<ul style="list-style-type: none"> • Use organizational strategies (e.g., definition, classification, comparison/contrast, cause/effect) (W.6.2a) • Include graphics such as charts and tables when useful (W.6.2a) • Develop the topic with relevant support (W.6.2b) • Use appropriate transitions to clarify the relationships among ideas and concepts (W.6.2c) • Establish and maintain a formal style (W.6.2e) • Provide a conclusion that follows from the information or explanation presented (W.6.2f) 	<ul style="list-style-type: none"> • Preview what is to follow (W.7.2a) • Use appropriate transitions to create cohesion (W.7.2c) • Provide a conclusion that supports the information or explanation presented (W.7.2f) 	<ul style="list-style-type: none"> • Organize ideas, concepts, and information into broader categories (W.8.2a) • Develop the topic with well-chosen support (W.8.2b) 	<ul style="list-style-type: none"> • Organize complex ideas, concepts, and information to make important connections and distinctions (W.9-10.2a) • Include graphics such as figures and tables when useful (W.9-10.2a) • Develop the topic with well-chosen and sufficient support appropriate to the audience’s knowledge of the topic (W.9-10.2b) • Use appropriate and varied transitions to link the major sections of the text (W.9-10.2c) • Establish and maintain an objective tone (W.9-10.2e) • Articulate implications or the significance of the topic in the conclusion (W.9-10.2f)

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WRITING STANDARD 3: NARRATIVE WRITING							
<p>Multiparagraph narrative</p> <p>Recount and organize events in sequential order</p>	<p>Multipage narrative</p> <p>Develop real or imagined experiences or events</p> <p>Use effective techniques, descriptive details, and clear event sequences</p>			<p>Multipage narrative</p> <p>Develop real or imagined experiences or events</p> <p>Use effective techniques, relevant descriptive details, and well-structured event sequences</p>			<p>Multipage narrative</p> <p>Develop real or imagined experiences or events</p> <p>Use effective techniques, well-chosen details, and well-structured event sequences</p>
<ul style="list-style-type: none"> • Recount a well-elaborated event or short sequence of events with descriptive details about thoughts, actions, and feelings (W.2.3) • Use temporal words to signal event order such as <i>first</i>, <i>then</i>, and <i>last</i> (W.2.3) • Provide a sense of closure (W.2.3) 	<ul style="list-style-type: none"> • Establish a real or imagined situation (W.3.3a) • Introduce a narrator and/or characters (W.3.3a) • Organize an event sequence that unfolds naturally (W.3.3a) • Use dialogue and descriptions to develop events or show response of characters to situations (W.3.3b) • Use temporal phrases to signal event order such as <i>all of a sudden</i>, <i>after</i>, <i>before</i>, and <i>during</i> (W.3.3c) 	<ul style="list-style-type: none"> • Orient the reader (W.4.3a) • Use a variety of transitional words and phrases, including prepositional, to manage the sequence of events (e.g., <i>at first</i>, <i>after some time</i>, <i>following this</i>, <i>at the same time</i>, <i>in the middle of</i>) (W.4.3c, L.4.1e) • Use concrete words and phrases and sensory details to convey experiences and events precisely (W.4.3d) • Provide a conclusion that follows from the narrated experiences or events (W.4.3e) 	<ul style="list-style-type: none"> • Use narrative techniques such as pacing (W.5.3b) • Use a variety of transitional clauses to manage the sequence of events (W.5.3c) 	<ul style="list-style-type: none"> • Engage the reader (W.6.3a) • Establish a context that unfolds logically (W.6.3a) • Use narrative techniques to develop experiences and characters (W.6.3b) • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.6.3c) • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (W.6.3d) 	<ul style="list-style-type: none"> • Establish a point of view (W.7.3a) • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action (W.7.3d) • Provide a conclusion that reflects on the narrated experiences or events (W.7.3e) 	<ul style="list-style-type: none"> • Use narrative techniques such as reflection to develop experiences, events, and/or characters (W.8.3b) • Use a variety of transition words, phrases, and clauses to show the relationships among experiences and events (W.8.3c) 	<ul style="list-style-type: none"> • Set out a problem, situation or observation (W.9-10.3a) • Establish one or multiple point(s) of view (W.9-10.3a) • Create a smooth progression of experiences or events (W.9-10.3a) • Use narrative techniques such as multiple plot lines to develop experiences, events, and/or characters (W.9-10.3b) • Use a variety of techniques to sequence events so they build on one another to create a coherent whole (W.9-10.3c) • Use telling details and sensory language to convey a vivid picture (W.9-10.3d) • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (W.9-10.3e)

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WRITING STANDARDS 4 AND 5: WRITING PROCESS AND STYLE							
[Begins in grade 3]	<ul style="list-style-type: none"> Ensure development and organization are appropriate given the task and purpose (W.3.4) Use knowledge of language and its conventions when writing (L.3.3) Choose words and phrases for effect (L.3.3a) 	<ul style="list-style-type: none"> Ensure writing is clear and coherent (W.4.4) Ensure development and organization is appropriate given the audience, including using formal language as appropriate (W.4.4, L.4.3c) Choose words and phrases to convey ideas precisely (L.4.3a) Choose punctuation for effect (L.4.3b) 	<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader interest, and style (L.5.3a) 	<ul style="list-style-type: none"> Vary sentence patterns for meaning, reader interest, and style (L.6.3a) Maintain a consistent and appropriate style and tone (L.6.3b) 	<ul style="list-style-type: none"> Recognize and eliminate wordiness and redundancy (L.7.3a) 	<ul style="list-style-type: none"> Use verb voice and mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact) (L.8.3a) 	<ul style="list-style-type: none"> Apply knowledge of language to make effective choices for meaning or style (L.9-10.3) Conform to the guidelines in a style manual appropriate for the discipline and writing type (L.9-10.3a)
<ul style="list-style-type: none"> Focus on a topic in writing (W.2.5) Revise and edit writing (W.2.5) Edit for grade-level conventions (W.2.5) Work with peers and adults to strengthen writing (W.2.5) 	<ul style="list-style-type: none"> Engage in the writing process (planning, revising, editing) (W.3.5) 		<ul style="list-style-type: none"> Work with peers and adults to strengthen writing by rewriting or trying a new approach (W.5.5) 		<ul style="list-style-type: none"> Work with peers and adults to strengthen writing by focusing on how well purpose and audience have been addressed (W.7.5) 		<ul style="list-style-type: none"> Develop and strengthen writing as needed by focusing on addressing what is most significant for a specific purpose or audience (W.9-10.5)
<ul style="list-style-type: none"> Use a variety of digital tools to produce and publish writing with adult support (W.2.6) Collaborate with peers using technology (W.2.6) 	<ul style="list-style-type: none"> Interact and collaborate with peers using technology (W.3.6) 	<ul style="list-style-type: none"> Use the Internet to produce and publish writing and interact and collaborate with peers (W.4.6) 			<ul style="list-style-type: none"> Use technology, including the Internet, to link to and cite sources (W.7.6) 	<ul style="list-style-type: none"> Use technology to present the relationships between information and ideas efficiently (W.8.6) 	<ul style="list-style-type: none"> Use technology to update individual or shared writing products, taking advantage of technology's capacity to display information flexibly and dynamically (W.9-10.6)

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WRITING STANDARDS 7 AND 8: RESEARCH							
<ul style="list-style-type: none"> Participate in shared research projects (W.2.7) Participate in shared writing projects (W.2.7) 	<ul style="list-style-type: none"> Conduct short research projects that build knowledge about a topic (W.3.7) 	<ul style="list-style-type: none"> Investigate different aspects of a topic (W.4.7) 	<ul style="list-style-type: none"> Use several sources to build knowledge through investigation of different aspects of a topic (W.5.7) 	<ul style="list-style-type: none"> Draw on several sources and refocus the inquiry when appropriate (W.6.7) 	<ul style="list-style-type: none"> Generate additional related, focused questions for further research and investigation (W.7.7) 	<ul style="list-style-type: none"> Develop a self-generated question (W.8.7) Generate additional related, focused questions that allow for multiple avenues of exploration (W.8.7) 	<ul style="list-style-type: none"> Conduct short and sustained research projects to solve a problem (W.9-10.7) Narrow or broaden the inquiry when appropriate (W.9-10.7) Synthesize multiple sources on the subject (W.9-10.7) Demonstrate understanding of the subject under investigation (W.9-10.7)
<ul style="list-style-type: none"> Gather information from provided sources (W.2.8) Engage in relevant experiences (W.2.8) Answer questions by recalling information from experiences or sources (W.2.8) 	<ul style="list-style-type: none"> Gather information from print and digital sources (W.3.8) Take brief notes on sources (W.3.8) Sort evidence into provided categories (W.3.8) 	<ul style="list-style-type: none"> Gather relevant information (W.4.8) Take notes and categorize information (W.4.8) Provide a list of sources (W.4.8) 	<ul style="list-style-type: none"> Summarize or paraphrase information in notes and final work (W.5.8) 	<ul style="list-style-type: none"> Use multiple print and digital sources (W.6.8) Assess credibility of each source (W.6.8) Quote or paraphrase the data and conclusions of others while avoiding plagiarism (W.6.8) Provide basic bibliographic information for sources (W.6.8) 	<ul style="list-style-type: none"> Use search terms effectively (W.7.8) Assess accuracy of each source (W.7.8) Follow a standard format for citation (W.7.8) 		<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources (W.9-10.8) Assess the usefulness of each source in answering the research question (W.9-10.8) Selectively integrate information into writing to maintain the flow of ideas (W.9-10.8)
WRITING STANDARDS 9 AND 10: THE READING AND WRITING CONNECTION							
<i>Begins in grade 4</i> 		<ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research Have students demonstrate understanding of reading through writing based on the grade-level reading standards 					
<i>Begins in grade 3</i> 	Write routinely over extended time frames (research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.						