

ELA K-5 Writing Continuum - Appendix D

Grade Level	Continuum of Writing Skills/strategies
Grade K	<p>Write routinely over short time frames. Participate in individual or shared research projects on a topic of interest. (May be a whole-group project)</p> <p>Compose informative/explanatory text:</p> <ul style="list-style-type: none"> • lists • descriptions • collections of facts <p>Compose narrative text:</p> <ul style="list-style-type: none"> • personal narrative: single event <p>Compose opinion/argumentative text:</p> <ul style="list-style-type: none"> • Choose between 2 given topics and support with reasons <p>Use grade-appropriate conventions of grammar, usage, capitalization, punctuation, and spelling. Revise writing or illustrations to clarify sequence and/or add detail. With guidance and support, explore a variety of digital tools to publish writing, individually or in collaboration with peers.</p>
Grade 1	<p>Write routinely over both short and extended time frames. Participate in individual or shared research projects on a topic of interest.</p> <p>Compose informative/explanatory text:</p> <ul style="list-style-type: none"> • lists • short reports • instructions/directions <p>Compose narrative text:</p> <ul style="list-style-type: none"> • friendly letter • personal narrative: two or more sequenced events. using temporal words • descriptions <p>Compose opinion/argumentative text:</p> <ul style="list-style-type: none"> • Choose among topics and support with reasons <p>Use grade-appropriate conventions of grammar, usage, capitalization, punctuation, and spelling. Revise writing to provide clear sequence and add detail. With guidance and support, explore a variety of digital tools to publish writing, individually or in collaboration with peers.</p>
Grade 2	<p>Write routinely over both short and extended time frames. Participate in individual or shared research projects on a topic of interest.</p> <p>Compose informative/explanatory text:</p> <ul style="list-style-type: none"> • instructions/directions (at least 3 steps) • descriptions • one paragraph with main idea and at least 4 supporting details <p>Compose narrative text:</p>

	<ul style="list-style-type: none"> ● friendly letter ● personal narrative: short, detailed sequence of events (beginning, middle, end) <p>Compose opinion/argumentative text:</p> <ul style="list-style-type: none"> ● State an opinion/topic, provide supporting reasons <p>Use grade-appropriate conventions of grammar, usage, capitalization, punctuation, and spelling.</p> <p>Revise writing to improve organization, word choice, sequence, and add detail</p> <p>With guidance and support, explore a variety of digital tools to publish writing, individually or in collaboration with peers.</p>
Grade 3	<p>Write routinely over both short and extended time frames.</p> <p>Conduct short research projects: gather information from print and digital sources, take brief notes, and sort/sequence information.</p> <p>Compose informative/explanatory text:</p> <ul style="list-style-type: none"> ● reports ● descriptions ● instructions <p>Compose narrative text:</p> <ul style="list-style-type: none"> ● friendly letter ● personal narrative: establish clear sequence using dialogue and descriptions (at least 3 well-developed paragraphs) <p>Compose opinion/argumentative text:</p> <ul style="list-style-type: none"> ● State opinion/topic with supporting reasons, draw conclusion <p>Use grade-appropriate conventions of grammar, usage, capitalization, punctuation, and spelling.</p> <p>Revise writing to improve organization, sequence, detail, and to choose words for effect.</p> <p>With guidance and support, use technology to publish writing, individually or in collaboration with peers.</p>
Grade 4	<p>Write routinely over both short and extended time frames.</p> <p>Conduct research projects: gather information from print and digital sources, take notes and categorize information, list sources.</p> <p>Compose informative/explanatory text:</p> <ul style="list-style-type: none"> ● instructions/how-to pieces ● biographies ● reports ● summaries ● captions <p>Compose narrative text:</p> <ul style="list-style-type: none"> ● review/use friendly letter format, write email ● personal narrative: establish clear event sequence using transitional words, dialogue and descriptions, draw a conclusion (at least 4 well-developed paragraphs) <p>Compose opinion/argumentative text:</p> <ul style="list-style-type: none"> ● persuasive piece

	<ul style="list-style-type: none"> ● argumentative piece ● state opinion/topic, provide supporting reasons, draw conclusion related to the supporting facts <p>Use grade-appropriate conventions of grammar, usage, capitalization, punctuation, and spelling.</p> <p>Revise writing to improve clarity, choose words and phrases for effect, use revision marks, engage in peer revision.</p> <p>With some guidance and support, use technology (including Internet resources) to publish writing, individually or in collaboration with peers; demonstrate keyboarding skills (one page piece in a single sitting).</p>
Grade 5	<p>Write routinely over both short and extended time frames.</p> <p>Conduct research projects: gather information from print and digital sources, summarize/paraphrase information in note form, produce finished work, make a list of sources.</p> <p>Compose informative/explanatory text:</p> <ul style="list-style-type: none"> ● descriptions ● reports ● <i>biographies/autobiographies</i> ● instructions ● essays <p>Compose narrative text:</p> <ul style="list-style-type: none"> ● personal narrative: establish an event sequence using transitional words, dialogue and descriptions, include a conclusion (at least 5 well-developed paragraphs) <p>Compose opinion/argumentative text:</p> <ul style="list-style-type: none"> ● persuasive piece ● argumentative piece ● state opinion/topic with supporting reasons, cite credible sources, draw conclusion(s) related to the supporting facts <p>Use grade-appropriate conventions of grammar, usage, capitalization, punctuation, and spelling.</p> <p>Revise writing to improve clarity, evaluate words and phrases precisely for effect, determine whether writing is logically presented, use revision marks, engage in peer revision.</p> <p>With some guidance and support, use technology (including Internet resources) to publish writing, individually or in collaboration with peers; demonstrate keyboarding skills. (two page piece in a single sitting)</p>