Standard 6 V	VRITING										
	K Benchmark At Writ	1	2 port claims in an anal	3	4	5	6 relevant and sufficier		8	9 10	11 12
Purposes	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	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pleces on topics or texts, supporting a point of view with reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pleces on topics or texts, supporting a point of view with reasons and information.	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims with clear reasons and relevant evidence.	support claims with clear reasons and relevant evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			atory texts to examir								
	Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are writing about and supply some information about the topic.	and explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	and explanatory texts to examine a topic and convey ideas and information clearly.		Write informative and explanatory texts to examine a topic and convey ideas and information clearly.	Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			op real or imagined e					ctured event sequen			
	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.	which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense.	develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	develop real or imagined experiences or experiences or events using effective technique, descriptive details, and clear event sequences.	develop real or imagined experiences or experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	develop real or imagined experiences or experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	develop real or imagined experiences or events using effective technique, relevant descriptive details,		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Benchmark D: Proc	luce clear and coher	ent writing in which t						· · · · ·		ID
Production and Distribution of Writing	Panahmark 5: D	lor and strength		support from adults, produce writing in which the development and organization are appropriate to task and purpose.	organization are appropriate to task, purpose, and audience.	coherent writing in which the development and organization are appropriate to task, purpose, and audience.		coherent writing in which the development, organization, and style are appropriate to		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	writing as needed by With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	as needed by planning, revising, editing, rewriting, or trying a new	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard 6 \	WRITING										
	K	1	2	3	4	5	6	7	8	9 10	11 12
		With guidance and				With some	Use technology,	Use technology,	Use technology,	Use technology, including the Internet,	Use technology, including the Internet,
	support from	support from	support from	support from	guidance and	guidance and	including the	including the	including the	to produce, publish, and update	to produce, publish, and update
	adults, explore a	adults, use a	adults, use a	adults, use	support from	support from	Internet, to	Internet, to	Internet, to	individual or shared writing products,	individual or shared writing products in
	variety of digital	variety of digital	variety of digital	technology to	adults, use	adults, use	produce and	produce and	produce and	taking advantage of technology's	response to ongoing feedback,
	tools to produce	tools to produce	tools	produce and	technology,	technology,	publish writing as		publish writing and	capacity to link to other information and	including new arguments or
	and publish	and publish		publish writing	including the	including the	well as to interact	link to and cite	present the	to display information flexibly and	information.
	writing, including in	writing, including in		(using keyboarding		Internet, to	and collaborate	sources as well as	relationships	dynamically.	
	collaboration with	collaboration with		skills) as well as to		produce and	with others;	to interact and	between		
	peers.	peers.		interact and	publish writing as	publish writing as	demonstrate	collaborate with	information and		
				collaborate with	well as to interact	well as to interact	sufficient	others, including	ideas efficiently as		
				others.	and collaborate	and collaborate	command of	linking to and citing			
					with others;	with others;	keyboarding skills	sources.	and collaborate		
					demonstrate	demonstrate	to type a minimum		with others.		
					sufficient	sufficient	of three pages in a				
					command of	command of	single sitting.				
					keyboarding skills	keyboarding skills					
					to type a minimum	to type a minimum					
					of one page in a	of two pages in a					
	Danahmark C. Can	l duct short as well as	more sustained res	arch projects becad	single sitting.	single sitting.	denotes disc of the c	l ubject under investig	otion		
December to	Participate in	Participate in	Participate in	Conduct short	Cit icoacca quicono		derstanding of the s Conduct short	Conduct short	Conduct short	Conduct short as well as more	Conduct short as well as more
Research to	shared research	shared research	shared research	research projects	Conduct short research projects	Conduct short research projects	research projects	research projects	research projects	sustained research projects to answer	sustained research projects to answer
Build and	and writing	and writing	and writing	that build	that build	that use several	to answer a	to answer a	to answer a	a question (including a self-generated	a question (including a self-generated
Present	projects.	projects.	projects.		knowledge through	sources to build	question, drawing	question, drawing	question (including	question) or solve a problem; narrow or	question) or solve a problem; narrow or
Knowledge	projecta.	projects.	projects.	topic.	investigation of	knowledge through	on several sources			broaden the inquiry when appropriate:	broaden the inquiry when appropriate:
•				topio.	different aspects of	investigation of	and refocusing the	and generating	question), drawing	synthesize multiple sources on the	synthesize multiple sources on the
					a topic.	different aspects of	inquiry when	additional related,	on several sources	subject, demonstrating understanding	subject, demonstrating understanding
					L 10F.0.	a topic.	appropriate.	focused questions	and generating	of the subject under investigation.	of the subject under investigation.
							-ppp	for further research			
								and investigation.	focused questions		
									that allow for		
									multiple avenues		
									of exploration.		
		ner relevant informati								iarism.	
		With guidance and		Recall information		Recall relevant	Gather relevant	Gather relevant	Gather relevant	Gather relevant information from	Gather relevant information from
	support from	support from	from experiences	from experiences	information from	information from	information from	information from	information from	multiple authoritative print and digital	multiple authoritative print and digital
	adults, recall	adults, recall	or gather	or gather	experiences or	experiences or	multiple print and	multiple print and	multiple print and	sources, using advanced searches	sources, using advanced searches
	information from	information from	information from	information from	gather relevant	gather relevant	digital sources;	digital sources,	digital sources,	effectively; assess the usefulness of	effectively; assess the strengths and
	experiences or	experiences or	provided sources	print and digital	information from	information from	assess the		using search terms	each source in answering the research	limitations of each source in terms of
	gather information	gather information	to answer a	sources; take brief	print and digital	print and digital	credibility of each	effectively; assess	effectively; assess	question; integrate information into the	the task, purpose, and audience;
	from provided	from provided	question.	notes on sources	sources; take	sources;	source; and quote	the credibility and	the credibility and	text selectively to maintain the flow of	integrate information into the text
	sources to answer	sources to answer		and sort evidence	notes and	summarize or	or paraphrase the data and	accuracy of each	accuracy of each	ideas, avoiding plagiarism and	selectively to maintain the flow of
	a question.	a question.		into provided categories.	categorize information, and	paraphrase information in	conclusions of	source; and quote or paraphrase the	source; and quote or paraphrase the	following a standard format for citation.	ideas, avoiding plagiarism and overreliance on any one source and
				categories.	provide a list of	notes and finished	others while	data and	data and		following a standard format for citation.
					sources.	work, and provide	avoiding	conclusions of	conclusions of		lollowing a standard format for citation.
					Sources.	a list of sources.	plagiarism and	others while	others while		
						a not or obaroos.	providing basic	avoiding	avoiding		
							bibliographic	plagiarism and	plagiarism and		
							information for	following a	following a		
							sources.		standard format for		
								citation.	citation.		
	Benchmark I: Draw	evidence from litera	ry or informational te	xts to support analys	is, reflection, and re	search.					
					Draw evidence	Draw evidence	Draw evidence	Draw evidence	Draw evidence	Draw evidence from literary or	Draw evidence from literary or
					from literary or	from literary or	from literary or	from literary or	from literary or	informational texts to support analysis,	informational texts to support analysis,
					informational texts	informational texts	informational texts	informational texts	informational texts	reflection, and research.	reflection, and research.
					to support	to support	to support	to support	to support		
						analysis, reflection,		analysis, reflection,			
		L	L	L	and research.	and research.	and research.	and research.	and research.		
_	Benchmark J: Write	routinely over exten	ided time frames (tin					r a day or two) for a			Date and the second
Range of				Write routinely	Write routinely	Write routinely	Write routinely	Write routinely	Write routinely	Write routinely over extended time	Write routinely over extended time
Writing				over extended time			over extended time		over extended time		frames (time for research, reflection,
				frames (time for	frames (time for	frames (time for	frames (time for	frames (time for	frames (time for	and revision) and shorter time frames	and revision) and shorter time frames
				research, reflection, and	research, reflection, and	research, reflection, and	research, reflection, and	research, reflection, and	research, reflection, and	(a single sitting or a day or two) for a range of tasks, purposes, and	(a single sitting or a day or two) for a range of tasks, purposes, and
									retiection, and revision) and		
				revision) and	revision) and	revision) and	revision) and	revision) and		audiences.	audiences.
				shorter time	shorter time	shorter time	shorter time	shorter time	shorter time frames (a single		
				frames (a single sitting or a day or	frames (a single sitting or a day or	frames (a single sitting or a day or	frames (a single sitting or a day or	frames (a single sitting or a day or	sitting or a day or		
				two) for a range of	two) for a range of	two) for a range of					
				discipline-specific	discipline-specific	discipline-specific	discipline-specific	discipline-specific	discipline-specific		
				tasks, purposes,	tasks, purposes,	tasks, purposes,	tasks, purposes,	tasks, purposes,	tasks, purposes,		
				and audiences.	and audiences.	and audiences.	and audiences.	and audiences.	and audiences.		