1.4 Writing

| **Grade** | **Big Idea** | **Essential Questions** | **Concepts** | **Competencies** | **Vocabulary** | **Standard** | **Eligible Content** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Pre-K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write?  What is the purpose? | Focus for Writing | Informative: With prompting and support, draw/dictate about one specific topic.  Narrative: Establish “who” and “what” the narrative will be about. | Focus  Who  What | CC.1.4.PK.B  CC.1.4.PK.N |  |
| Pre-K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informative: With prompting and support, generate ideas to convey information.  Narrative: With prompting and support describe experiences and events. | Content  Topic  Idea  Experiences  Events | CC.1.4.PK.C  CC.1.4.PK.O |  |
| Pre-K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informative: With prompting and support, make logical connections between drawing and dictation.  Narrative: Recount a single event and tell about the events in the order in which they occurred. | Organization  Order | CC.1.4.PK.D  CC.1.4.PK.P |  |
| Pre-K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? | Writing Style | Informative: N/A  Narrative: N/A |  |  |  |
| Pre-K | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Informative: N/A  Narrative: N/A |  |  |  |
| Pre-K | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. |  | CC.1.4.PK.T |  |
| Pre-K | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. |  | CC.1.4.PK.V |  |
| Pre-K | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | With guidance and support, recall information from experiences or books. |  | CC.1.4.PK.W |  |
| K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informative: Use a combination of drawing, dictating, and writing to focus on one specific topic.  Opinion: Form an opinion by choosing between two given topics.  Narrative: Establish “who” and “what” the narrative will be about. | Focus  Who  What | CC.1.4.K.B  CC.1.4.K.H  CC.1.4.K.N |  |
| K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informative: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.  Opinion: Support the opinion with reasons.  Narrative: Describe experiences and events. | Content  Topic  Idea  Experiences  Events | CC.1.4.K.C  CC.1.4.K.I  CC.1.4.K.O |  |
| K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informative: Make logical connections between drawing and dictation/writing.  Opinion: Make logical connections between drawing and writing.  Narrative: Recount 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. | Organization  Order | CC.1.4.K.D  CC.1.4.K.J  CC.1.4.K.P |  |
| K | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? | Writing Style | With prompting and support, illustrate using details and dictate/write using descriptive words. |  | CC.1.4.K.E |  |
| K | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | End Punctuation  Period  Question  Exclamation Point  Capitalization  Spelling | CC.1.4.K.F CC.1.4.K.L CC.1.4.K.R |  |
| K | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Details | CC.1.4.K.T |  |
| K | Effective research requires multiple sources of information to gain or expand knowledge. | How does one present findings best? | Technology and Publication | With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. |  | CC.1.4.K.U |  |
| K | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Participate in individual or shared research projects on a topic of interest. | Research | CC.1.4.K.V |  |
| K | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |  | CC.1.4.K.W |  |
| K | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | Write routinely over short time frames. |  | CC.1.4.K.X |  |
| 1 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informational: Identify and write about one specific topic.  Opinion: Form an opinion by choosing among given topics.  Narrative: Establish “who” and “what” the narrative will be about. |  | CC.1.4.1.B  CC.1.4.1.H  CC.1.4.1.N |  |
| 1 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop the topic with two or more facts.  Opinion: Support the opinion with reasons related to the opinion.  Narrative: Include thoughts and feelings to describe experiences and events. | Facts  Opinion | CC.1.4.1.C  CC.1.4.1.I  CC.1.4.1.O |  |
| 1 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Group information and provide some sense of closure.  Opinion: Create an organizational structure that includes reasons and provides some sense of closure.  Narrative: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. | Closure  Sequence | CC.1.4.1.D  CC.1.4.1.J  CC.1.4.1.P |  |
| 1 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Informational: Choose words and phrases for effect.  Opinion: Use a variety of words and phrases.  Narrative: Use a variety of words and phrases. | Phrase | CC.1.4.1.E  CC.1.4.1.K  CC.1.4.1.Q |  |
| 1 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Commas | CC.1.4.1.F  CC.1.4.1.L  CC.1.4.1.R |  |
| 1 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |  | CC.1.4.1.T |  |
| 1 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |  | CC.1.4.1.U |  |
| 1 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Participate in individual or shared research and writing projects. |  | CC.1.4.1.V |  |
| 1 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | With guidance and support, recall information from experiences or gather information from provided sources to answer a question. |  | CC.1.4.1.W |  |
| 1 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.1.X |  |
| 2 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What is the purpose? | Focus for Writing | Informational: Identify and introduce the topic.  Opinion: Identify the topic and state an opinion.  Narrative: Establish a situation and introduce a narrator and/or characters. |  | CC.1.4.2.B  CC.1.4.2.H  CC.1.4.2.HN |  |
| 2 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop the topic with facts and/or definitions.  Opinion: Support the opinion with reasons that include details connected to the opinion.  Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations. | Narrator  Character???? | CC.1.4.2.C  CC.1.4.2.I  CC.1.4.2.O |  |
| 2 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Develop the topic with facts and/or definitions  Opinion: Create an organizational structure that includes reasons and includes a concluding statement.  Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. |  | CC.1.4.2.D  CC.1.4.2.J  CC.1.4.2.P |  |
| 2 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Informational: Choose words and phrases for effect.  Opinion: Use a variety of words and phrases to appeal to the audience.  Narrative: Choose words and phrases for effect. |  | CC.1.4.2.E  CC.1.4.2.K  CC.1.4.2.Q |  |
| 2 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Apostrophes | CC.1.4.2.F  CC.1.4.2.R |  |
| 2 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | Revision  Editing | CC.1.4.2.T |  |
| 2 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. |  | CC.1.4.2.U |  |
| 2 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Participate in individual or shared research and writing projects |  | CC.1.4.2.V |  |
| 2 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Recall information from experiences or gather information from provided sources to answer a question. |  | CC.1.4.2.W |  |
| 2 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline specific tasks, purposes and audiences. |  | CC.1.4.2.X |  |
| 3 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informational: Identify and introduce the topic.  Opinion: Introduce the topic and state an opinion on the topic.  Narrative: Establish a situation and introduce a narrator and/or characters. |  | CC.1.4.3.B  CC.1.4.3.H  CC.1.4.3.N | E03.C.1.2.1  E03.C.1.1.1 |
| 3 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate.  Opinion: Support an opinion with reasons.  Narrative: Establish a situation and introduce a narrator and/or characters. | Dialogue | CC.1.4.3.C  CC.1.4.3.I  CC.1.4.3.O | E03.C.1.2.2  E03.E.1.1.2  E03.C.1.1.2  E03.C.1.3.2 |
| 3 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.  Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.  Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. |  | CC.1.4.3.D  CC.1.4.3.J  CC.1.4.3.P | E03.C.1.2.1  E03.C.1.2.3  E03.C.1.2.4  E03.C.1.1.1  E03.C.1.1.3  E03.C.1.1.4  E03.C.1.3.1  E03.C.1.3.3  E03.C.1.3.4 |
| 3 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Opinion: Use a variety of words and sentence types to appeal to the audience.  Informational and Narrative: Choose words and phrases for effect. |  | CC.1.4.3.E  CC.1.4.3.K  CC.1.4.3.Q | E03.D.2.1.1  E03.D.1.1.9  E03.D.2.1.1 |
| 3 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Abstract nouns  Regular verbs  Irregular verbs  Antecedents  Comparative adjectives  Superlative  adjectives  Comparative adverbs  Superlative  adverbs  Coordinating conjunctions  Subordinating conjunctions  Simple sentences  Compound sentences  Complex sentences | CC.1.4.3.F  CC.1.4.3.L  CC.1.4.3.R | E03.D.1.1.1  E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9  E03.D.1.2.1  E03.D.1.2.2  E03.D.1.2.3  E03.D.1.2.4  E03.D.1.2.5  E03.D.1.2.6 |
| 3 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How does interaction with text provoke thinking and response? | Response to Literature | Draw evidence from text to support analysis, reflection, and research. |  | CC.1.4.3.S  CC.1.2.3.G.  CC.1.2.3.H.  CC.1.2.3.I. |  |
| 3 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | Develop and strengthen writing as needed by planning, revising, and editing. |  | CC.1.4.3.T |  |
| 3 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | Use technology to produce and publish writing. |  | CC.1.4.3.U |  |
| 3 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Conduct short research projects. |  | CC.1.4.3.V |  |
| 3 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Gather information from print and digital sources. |  | CC.1.4.3.W |  |
| 3 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.3.X |  |
| 4 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What is my purpose? | Focus for Writing | Informational: Identify and introduce the topic clearly.  Opinion: Introduce the topic and state an opinion on the topic.  Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters. |  | CC.1.4.4.B  CC.1.4.4.H  CC.1.4.4.N | E.04.C.1.2.1  E.04.E.1.1.1  E.O4.C.1.1.1  E.O4.E.1.1.1 |
| 4 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  Opinion: Provide reasons that are supported by facts and details.  Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. |  | CC.1.4.4.C  CC.1.4.4.I  CC.1.4.4.O | E.04.C.1.2.1  E.04.E.1.1.2  E.O4.C.1.1.2  E.O4.E.1.1.2 |
| 4 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Opinion: Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.  Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. |  | CC.1.4.4.D  CC.1.4.4.J  CC.1.4.4.P | E.04.C.1.2.1  E.04.C.1.2.3  E.04.C.1.2.5  E.04.E.1.1.1  E.04.E.1.1.3  E.04.E.1.1.5  E.O4.C.1.1.1  E.O4.C.1.1.3  E.O4.C.1.1.4 |
| 4 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Informational: Use precise language and domain-specific vocabulary to inform about or explain the topic.  Opinion and Narrative: Choose words and phrases to convey ideas precisely. |  | CC.1.4.4.E  CC.1.4.4.K  CC.1.4.4.Q | E.04.C.1.2.4  E.04.D.2.1.1  E.04.D.2.1.2  E.04.D.2.1.3  E.04.E.1.1.4  E.04.C.1.3.4 |
| 4 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Quotations  Relative pronouns  Progressive verb tense  Modal auxiliaries  Prepositional phrases  Fragments  Run-ons  Antecedents  Coordinating conjunction  Compound sentence | CC.1.4.4.R  CC.1.4.4.L  CC.1.4.4.J | E.04.D.1.1.1  E.04.D.1.1.2  E.04.D.1.1.3  E.04.D.1.1.4  E.04.D.1.1.5  E.04.D.1.1.6  E.04.D.1.1.7  E.04.D.1.1.8  E.04.D.1.2.1  E.04.D.1.2.2  E.04.D.1.2.3  E.04.D.1.2.4 |
| 4 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How does interaction with text provoke thinking and response? | Response to Literature | Draw evidence from text to support analysis, reflection, and research. |  | CC.1.4.4.B  CC.1.4.4.C  CC.1.4.4.D  CC.1.4.4.E  CC.1.4.4.H  CC.1.4.4.I  CC.1.4.4.J  CC.1.4.4.K  CC.1.4.4.S | E04.E.1.1.1  E04.E.1.1.2  E04.E.1.1.3  E04.E.1.1.4  E04.E.1.1.5 |
| 4 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |  | CC.1.4.4.T |  |
| 4 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |  | CC.1.4.4.U |  |
| 4 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |  | CC.1.4.4.V |  |
| 4 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |  | CC.1.4.4.W |  |
| 4 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.4.X |  |
| 5 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informational: Identify and introduce the topic clearly.  Opinion: Introduce the topic and state an opinion on the topic.  Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters. |  | CC.1.4.5.B  CC.1.4.5.H  CC.1.4.5.N | E05.C.1.2.1  E05.E.1.1.1  E05.C.1.1.1  E05.C.1.3.1 |
| 5 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  Opinion: Provide reasons that are supported by facts and details; draw from credible sources.  Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. |  | CC.1.4.5.C  CC.1.4.5.I  CC.1.4.5.O | E05.C.1.2.2  E05.E.1.1.2  E05.C.1.3.2  E05.C.1.3.4 |
| 5 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Opinion: Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.  Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete  words and phrases and sensory details to convey experiences and events precisely. |  | CC.1.4.5.D  CC.1.4.5.J CC.1.4.5.P | E05.C.1.2.1  E05.C.1.2.3  E05.C.1.2.6  E05.E.1.1.1  E05.E.1.1.3  E05.E.1.1.6  E05.C.1.1.1  E05.C.1.1.3  E05.C.1.1.5  E05.C.1.3.1  E05.C.1.3.3  E05.C.1.3.5 |
| 5 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Write with an awareness of style. | Formal style  Informal Style | CC.1.4.5.E  CC.1.4.5.K CC.1.4.5.Q | E05.C.1.2.4  E05.C.1.2.5  E05.D.2.1.1  E05.D.2.1.2  E05.D.2.1.3  E05.D.2.1.4  E05.E.1.1.4  E05.E.1.1.5  E05.C.1.1.4  E05.C.1.3.4 |
| 5 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Transitional words, phrases, clauses  Concrete words  Perfect tense  Correlative conjunctions  Verb shifts  Underlining  Italics | CC.1.4.5.R  CC.1.4.5.L  CC.1.4.5.F | E05.D.1.1.1  E05.D.1.1.2  E05.D.1.1.3  E05.D.1.1.4  E05.D.1.1.5  E05.D.1.1.6  E05.D.1.1.7  E05.D.1.1.8  E05.D.1.2.1  E05.D.1.2.2  E05.D.1.2.3  E05.D.1.2.4  E05.D.1.2.5 |
| 5 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How does interaction with text provoke thinking and response? | Response to Literature | Draw evidence from text to support analysis, reflection, and research. |  | CC.1.4.5.B  CC.1.4.5.C  CC.1.4.5.D  CC.1.4.5.E  CC.1.4.5.H  CC.1.4.5.I  CC.1.4.5.J  CC.1.4.5.Q  CC.1.4.5.S | E05.E.1.1.1  E05.E.1.1.2  E05.E.1.1.3  E05.E.1.1.4  E05.E.1.1.5  E05.E.1.1.6 |
| 5 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | EQ: What makes clear and effective writing? | Production and Distribution of Writing | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  | CC.1.4.5.T |  |
| 5 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |  | CC.1.4.5.U |  |
| 5 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  | CC.1.4.5.V |  |
| 5 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |  | CC.1.4.5.W |  |
| 5 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline specific tasks, purposes and audiences. |  | CC.1.4.5.X |  |
| 6 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informational: Identify and introduce the topic for the intended audience.  Opinion: Introduce and state an opinion on a topic.  Narrative: Engage and orient the reader by establishing a context and introducing a narrator and/or characters. |  | CC.1.4.6.B  CC1.4.6.H  CC1.4.6.N | E06.C.1.2.1  E06.E.1.1.1  E06.C.1.1.1  E06.C.1.3.1 |
| 6 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.  Opinion: Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.  Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | Sensory language | CC.1.4.6.C  CC.1.4.6.I  CC.1.4.6.O | E06.C.1.2.2  E06.E.1.1.2  E06.C.1.1.2  E06.C.1.3.2  E06.C.1.3.4 |
| 6 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Opinion: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.  Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. | Compare/contrast  Cause/effect | CC.1.4.6.D  CC.1.4.6.J  CC.1.4.6.P | E06.C.1.2.1  E06.C.1.2.3  E06.C.1.2.6  E06.E.1.1.1  E06.E.1.1.3  E06.E.1.1.6  E06.C.1.1.1  E06.C.1.1.3  E06.C.1.1.5  E06.C.1.3.1  E06.C.1.3.3  E06.C.1.3.5 |
| 6 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Write with an awareness of the stylistic aspects of composition. |  | CC.1.4.6.E  CC.1.4.6.K  CC.1.4.6.Q | E06.C.1.2.4  E06.C.1.2.5  E06.D.2.1.1  E06.D.2.1.2  E06.D.2.1.3  E06.D.2.1.4  E06.D.2.1.5  E06.E.1.1.4  E06.E.1.1.5 |
| 6 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Pronoun case   * Subjective * Objective * Possessive   Intensive pronouns  Tone  Non-restrictive/parenthetical elements | CC.1.4.6.L CC.1.4.6.R  CC.1.4.6.F | E06.D.1.1.1  E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7  E06.D.1.1.8  E06.D.1.2.1  E06.D.1.2.2 E06.D.1.2.3 |
| 6 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How do readers know what to believe in what they read, hear, and view? | Response to Literature | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |  | CC.1.4.6.S | E06.E.1.1.1  E06.E.1.1.2  E06.E.1.1.3  E06.E.1.1.4  E06.E.1.1.5  E06.E.1.1.6 |
| 6 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  | CC.1.4.6.T |  |
| 6 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | Use technology, including the  Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |  | CC.1.4.6.U |  |
| 6 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |  | CC.1.4.6.V |  |
| 6 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources. |  | CC.1.4.6.W |  |
| 6 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.6.X |  |
| 7 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informational: Identify and introduce the topic clearly, including a preview of what is to follow.  Argumentative: Introduce and state an opinion on a topic.  Narrative: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |  | CC.1.4.7.B  CC.1.4.7.H  CC.1.4.7.N | E07.C.1.2.1  E07.E.1.1.1  E07.C.1.1.1  E07.C.1.3.1 |
| 7 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.  Argumentative: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.  Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |  | CC.1.4.7.C  CC.1.4.7.I  CC.1.4.7.O | E07.C.1.2.2  E07.E.1.1.2  E07.C.1.1.2  E07.C.1.3.2  E07.C.1.3.4 |
| 7 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informative: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Argumentative: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.  Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. | Classification  Definition | CC.1.4.7.D  CC.1.4.7.J  CC.1.4.7.P | E07.C.1.2.1  E07.C.1.2.3  E07.C.1.2.6  E07.E.1.1.1  E07.E.1.1.3  E07.E.1.1.6  E07.C.1.1.1  E07.C.1.1.3  E07.C.1.1.5  E07.C.1.3.1  E07.C.1.3.3  E07.C.1.3.5 |
| 7 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Write with an awareness of the stylistic aspects of composition. |  | CC.1.4.7.E  CC.1.4.7.K  CC.1.4.7.Q | E.07.C.1.2.4  E.07.C.1.2.5  E.07.D.2.1.1  E.07.D.2.1.2  E.07.D.2.1.3  E.07.D.2.1.4  E.07.D.2.1.5  E.07.E.1.1.4  E.07.E.1.1.5 |
| 7 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Modifiers |  | E07.D.1.1.1  E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7  E07.D.1.1.8  E07.D.1.1.9  E07.D.1.2.1  E07.D.1.2.2 E07.D.1.2.3  E07.D.1.2.4 |
| 7 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How do readers know what to believe in what they read, hear, and view? | Response to Literature | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |  | CC.1.4.7.S | E07.E.1.1.1  E07.E.1.1.2  E07.E.1.1.3  E07.E.1.1.4  E07.E.1.1.5  E07.E.1.1.6 |
| 7 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | 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. |  | CC.1.4.7.T |  |
| 7 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |  | CC.1.4.7.U |  |
| 7 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |  | CC.1.4.7.V |  |
| 7 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |  | CC.1.4.7.W |  |
| 7 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.7.X |  |
| 8 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informational: Identify and introduce the topic clearly, including a preview of what is to follow.  Argumentative: Introduce and state an opinion on a topic.  Narrative: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. |  | CC.1.4.8.B  CC.1.4.8.H  CC.1.4.8.N | E08.C.1.2.1  E08.E.1.1.1  E08.C.1.1.1  E08.C.1.3.1 |
| 8 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Content for Writing | Informational: Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.  Argumentative: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.  Narrative: Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |  | CC.1.4.8.C  CC.1.4.8.I  CC.1.4.8.O | E.08.C.1.2.2  E.08.E.1.1.2  E.08.C.1.1.2  E.08.C.1.3.2  E.08.C.1.3.4 |
| 8 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Argumentative: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.  Narrative: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. | Claim  Counterclaim | CC.1.4.8.D  CC.1.4.8.J  CC.1.4.8.P | E08.C.1.2.1  E08.C.1.2.3  E08.C.1.2.6  E08.E.1.1.1  E08.E.1.1.3  E08.E.1.1.6  E08.C.1.1.1  E08.C.1.1.3  E08.C.1.1.5  E08.C.1.3.1  E08.C.1.3.3  E08.C.1.3.5 |
| 8 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Write with an awareness of the stylistic aspects of composition. |  | CC.1.4.8.E  CC.1.4.8.K  CC.1.4.8.Q | E08.C.1.2.4  E08.C.1.2.5  E08.C.1.3.4  E08.D.2.1.1  E08.D.2.1.2  E08.D.2.1.3  E08.D.2.1.4  E08.D.2.1.5  E08.D.2.1.6  E08.E.1.1.4  E08.E.1.1.5 |
| 8 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Verbals   * Gerunds * Infinitives   Active and passive voice  Verbs   * Indicative mood * Interrogative mood * Conditional mood * Subjunctive mood   Ellipsis | CC.1.4.8.F  CC.1.4.8.L  CC.1.4.8.R | E08.D.1.1.1  E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7  E08.D.1.1.8  E08.D.1.1.9  E08.D.1.1.10  E08.D.1.1.11  E08.D.1.2.1  E08.D.1.2.2 E08.D.1.2.3  E08.D.1.2.4  E08.D.1.2.5 |
| 8 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How do readers know what to believe in what they read, hear, and view? | Response to Literature | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |  | CC.1.4.7.B  CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E  CC.1.4.8.H | E08.E.1.1.1  E08.E.1.1.2  E08.E.1.1.3  E08.E.1.1.4  E08.E.1.1.5  E08.E.1.1.6 |
| 8 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | 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. |  | CC.1.4.8.T |  |
| 8 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |  | CC.1.4.8.U |  |
| 8 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |  | CC.1.4.8.V |  |
| 8 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |  | CC.1.4.8.W |  |
| 8 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.8.X |  |
| 9-10 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Why am I writing? What is my purpose? | Focus for Writing | Informational: Write with a sharp distinct focus identifying topic, task, and audience.  Argumentative: Write with a sharp distinct focus identifying topic, task, and audience.  Narrative: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. |  | CC.1.4.9-10.B  CC.1.4.9-10.H  CC.1.4.9-10.N | C.E.1.1.1  C.P.1.1.1 |
| 9-10 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is my audience? | Content for Writing | Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.  Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.  Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |  | CC.1.4.9-10.C  CC.1.4.9-10.I  CC.1.4.9-10.O | C.E.1.1.2  C.P.1.1.2 |
| 9-10 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.  Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.  Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |  | CC.1.4.9-10.D  CC.1.4.9-10.J  CC.1.4.9-10.P | C.E.1.1.3  C.E.1.1.3 |
| 9-10 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Write with an awareness of the stylistic aspects of composition. |  | CC.1.4.9-10.E  CC.1.4.9-10.K  CC.1.4.9-10.Q | C.E.1.1.4  C.E.2.1.1  C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.5 C.E.2.1.6 C.E.2.1.7  C.P.1.1.4 |
| 9-10 | Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Syntax | CC.1.4.9-10.F  CC.1.4.9-10.L  CC.1.4.9-10.R | C.E.1.1.5  C.E.3.1.1  C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5  C.P.1.1.5  C.P.3.1.1  C.P.3.1.2  C.P.3.1.3  C.P.3.1.4  C.P.3.1.5 |
| 9-10 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How do readers know what to believe in what they read, hear, and view? | Response to Literature | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |  | CC.1.4.9-10.S |  |
| 9-10 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | 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. |  | CC.1.4.9-10.K  CC.1.4.9-10.T | C.P.2.1.1  C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.5 C.P.2.1.6 C.P.2.1.7 |
| 9-10 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |  | CC.1.4.9-10.U |  |
| 9-10 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |  | CC.1.4.9-10.V |  |
| 9-10 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |  | CC.1.4.9-10.W |  |
| 9-10 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.9-10.X |  |
| 11-12 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Focus for Writing | Informational: Write with a sharp distinct focus identifying topic, task, and audience.  Argumentative: Introduce the precise, knowledgeable claim.  Narrative: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. |  | CC.1.4.11-12.B  CC.1.4.11-12.H  CC.1.4.11-12.N |  |
| 11-12 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Who is my audience? | Content for Writing | Informational: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.  Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. |  | CC.1.4.11-12.C  CC.1.4.11-12.I  CC.1.4.11-12.O |  |
| 11-12 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Organization for Writing | Informational: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.  Argumentative: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.  Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |  | CC.1.4.11-12.D  CC.1.4.11-12.J  CC.1.4.11-12.P |  |
| 11-12 | Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques. | Who is the audience? What will work best for the audience? | Writing Style | Write with an awareness of the stylistic aspects of composition. |  | CC.1.4.11-12.E  CC.1.4.11-12.K  CC.1.4.11-12.Q |  |
| 11-12 | Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners. | How do grammar and the conventions of language influence spoken and written communication? | Writing Conventions | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |  | CC.1.4.11-12.F  CC.1.4.11-12.J  CC.1.4.11-12.R |  |
| 11-12 | Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | How do readers know what to believe in what they read, hear, and view? | Response to Literature | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. |  | CC.1.4.11-12.S |  |
| 11-12 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | What makes clear and effective writing? | Production and Distribution of Writing | 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. |  | CC.1.4.11-12.T |  |
| 11-12 | Effective research requires multiple sources of information to gain or expand knowledge. | How does one best present findings? | Technology and Publication | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. |  | CC.1.4.11-12.U |  |
| 11-12 | Effective research requires multiple sources of information to gain or expand knowledge. | What does a reader look for and how can s/he find it? | Conducting Research | Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |  | CC.1.4.11-12.V |  |
| 11-12 | Effective research requires multiple sources of information to gain or expand knowledge. | How does a reader know a source can be trusted? | Credibility, Reliability, and Validity of Sources | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |  | CC.1.4.11-12.W |  |
| 11-12 | Audience and purpose influence a writer’s choice of organizational pattern, language, and literacy techniques. | Why do writers write? What is the purpose? | Range of Writing | 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 discipline-specific tasks, purposes and audiences. |  | CC.1.4.11-12.X |  |