The Common Core State Standards

Writing

College and Career Readiness Anchor Standards for
Writing K–12

The K–2 writing standards outlined on the following pages define what students should understand and be able to do by the end of each grade. Here on this page we present the College and Career Readiness (CCR) anchor standards for K–12 so you can see how students in K–2 work toward the same goals as high school seniors: it's a universal, K–12 vision. The CCR anchor standards and the grade-specific standards correspond to one another by number (1–10). They are necessary complements: the former providing broad standards, the latter providing additional specificity. Together, they define the skills and understandings that all students must eventually demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (begins in grade 3)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (begins in grade 3)

Range of Writing

10. 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 tasks, purposes, and audiences. (begins in grade 3)

Note on Range and Content of Student Writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for

Writing

The CCR anchor standards are the same for K–12. The guiding principle here is that the core writing skills should not change as students advance; rather, the level at which students learn and can perform these skills should increase in complexity as they move from one grade to the next. However, for grades K–2, we have to recognize that the standards were back mapped from the secondary level—that is, the authors envisioned what college students need and then wrote standards, working their way down the grades. Thus, as you use this book remember that children in K–2 can't just "jump over" developmental milestones in an ambitious attempt to achieve an anchor standard. There are certain life and learning experiences they need to have, and certain concepts they need to learn, before they are capable of handling many complex academic skills in a meaningful way. The anchor standards nonetheless are goalposts to work toward. As you read the "gist" of the standards below, remember they represent what our K–2 students will *grow into* during each year and deepen later in elementary, middle, and high school. The journey starts in K–2!

Text Types and Purposes*

Argument appears first as it is essential to success in college and develops the critical faculties needed in the adult world. Crafting arguments requires students to analyze texts or topics and determine which evidence best supports their arguments. Informational/explanatory writing conveys ideas, events, and findings by choosing and explaining the behavior, meaning, or importance of key details. Students draw from a range of sources, including primary and secondary sources. Narrative writing includes not just stories but also accounts of historical events and lab procedures. Students write to change minds, hearts, and actions (argument); to extend readers' knowledge or acceptance of ideas and procedures (informational/explanatory); and to inform, inspire, persuade, or entertain (narrative).

Production and Distribution of Writing

This set of anchor standards involves the stages of the writing process. These standards also highlight the importance of knowing who the audience is and the style and format the writer should use to achieve a purpose. Students also learn the skills needed throughout the writing process: generating ideas and trying other styles, structures, perspectives, or processes as they bring their ideas into focus and some final form. Finally, these standards call for writers to use technology not only to publish but also to collaborate throughout the writing process with others.

Research to Build and Present Knowledge

These standards focus on inquiry processes of varying lengths, all of which should develop students' knowledge of the subject they are investigating and the skills needed to conduct that investigation. Students acquire and refine the ability to find, evaluate, and use a range of sources during these research projects, which can take as long as a period to as much as a month. Such inquiries demand that students correctly cite the sources of all information to ensure they learn what plagiarism is and how to avoid it.

Range of Writing

This standard emphasizes not only what students write but also how often and for what purposes they write over the course of the school year. Writing, as this standard makes clear, is something students should be doing constantly and for substantial lengths of time. Also, they should write for an array of reasons and audiences and in response to a mix of topics and tasks.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

K Students use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

1 Students 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.

2 Students 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.

What the **Student** Does

K **Gist:** Students write opinion pieces about a topic or a book, using a combination of drawing, dictating, and writing.

They consider:

- What is the topic? Or, what is the name of the book?
- What do I think about the topic? Or, what do I think about the book?
- Why do I think this?
- What picture can I draw to show my opinion?

1 **Gist:** Students write an opinion piece about a topic or a book.

They consider:

- What is the topic? Or, what is the name of the book?
- What do I think about the topic? Or, what do I think about the book?
- What is one reason I think this way about the topic? The book?
- What words and pictures work best to tell what I think?
- How can I write an ending to show I'm finished?

2 **Gist:** Students write an opinion piece about a topic or a book.

They consider:

- What is the topic? Or, what book am I writing about?
- What is my opinion on the topic? Or, what is my opinion of the book?
- What are two or three reasons I can write to show what I think?
- Have I used linking words such as *because* and *next* to connect my opinion to my reasons?
- How can I write an ending sentence or two that restates my opinion?

Note: Although the questions listed above are too difficult for most young students to internalize and apply on their own, we share them to give teachers a detailed sense of what their students should be striving toward as learners. K–2 students may not be able to ask these questions of themselves independently, but teachers can use them as a jumping-off point for lesson content and as prompts and reminders to share with students. Over time and with instruction, students will be able to pose these questions on their own.

What the **Teacher** Does

To give students practice in stating their opinions and backing them up with reasons:

- Start by teaching students what it means to have an opinion. Make a statement such as "I love rainy days," and invite them to agree or disagree, give a reason, and explain why. For example, a student might say, "I don't like rainy days *because* I have to stay inside." Or "I like rainy days *because* I get to jump over puddles." Provide students with regular opportunities to state what they like or don't like about their everyday experiences and give reasons. Be sure to applaud students' use of the word *because* and vary the like/don't like construct with other sentence structures, such as "The best restaurant is _____ because . . ."

- Regularly invite students to state their opinions on a content-area topic they're studying or on a book you're reading aloud. Be sure to have them back up their opinions with reasons, and encourage them to include the word *because* (or something to that effect) when stating the reasons for their opinions. Be careful to neither refute students' less valid reasons (e.g., Grizzly bears are more dangerous than black bears because they are taller) nor applaud reasons that are objectively stronger (e.g., Grizzly bears are more dangerous than black bears because they can't climb trees to get away from danger as well as black bears can, so they've learned to fight). The goal is for students to feel comfortable expressing their opinions and trying their best to back them up with sound reasoning.

- Brainstorm a class "Wish List" of all the things students would love to change. For example, "I wish we could get new equipment for our school playground," or "I wish there were no zoos so that animals could live free." Have students work in pairs and select one idea from the "Wish List" to discuss. Encourage them to come up with several reasons for their opinions, and give them opportunities to share with the class. Post the "Wish List" prominently in the classroom so that you and your students can add to it regularly and discuss selected items (see a sample list in the online resources at resources.corwin.com/literacycompanionk-2).

- Make a bar graph to represent students' responses to a question that relates to a science or social studies topic (such as "Which community helper do you most want to learn about?") from a list of three or four choices. Once students' responses have been graphed, give each student a note card. On one side have them write, "I want to learn about _____ (e.g., firefighters, chefs, pilots) because _____." Then on the other side of the note card have them write one reason or several, depending on the students' grade. Sort the cards into categories and, one category at a time, have students read what they wrote.

To teach students to write an opinion piece about a topic:

- Collect examples of opinion pieces and persuasive letters written by students from prior years or from online sources to give your students exemplars of opinion pieces written by students their age.

- Model writing an opinion piece with the entire class. Be sure to include the following: a one- or two-sentence introduction in which students state their opinion; at least two reasons for their opinion (see the "Developmental Debrief" section below); words like *also*, *because*, and *and* to connect the opinion and reasons; and a concluding statement. Post this model opinion piece so that students can later draw on this collective experience when writing their own.

- Introduce persuasive letter writing (which contains the same basic elements as an opinion piece) and explain that a persuasive letter, like an opinion piece, is written to change someone's mind (e.g., the principal, the librarian, cafeteria workers, a city official) and effect change. Decide on an authentic topic—something students would really like to change—and write a class letter to model how it's done. Select recipients who may actually write a letter in response to the scaled-down copy of the letter students send, and perhaps make arrangements ahead of time with a local organization to write to the class or visit the classroom in response to the students' letter. Post the sample letter prominently in the classroom so that students can try writing their own letters during their writing time of day (see an example of a persuasive letter in the online resources at resources.corwin.com/literacycompanionk-2).

- As students write their own opinion pieces or persuasive letters, note problems they're experiencing and provide additional explicit instruction and practice. When students are having difficulty:
  - **introducing a topic and clearly stating an opinion,** share examples from books, articles, and samples of student writing; practice writing introductions

together; give students multiple opportunities to try writing introductions that declare their opinions; and share their introductions with classmates.

○ **stating reasons to support their opinions,** use a graphic organizer that prompts students to fully elaborate their reasons, brainstorm various reasons they might include in an opinion piece to convince or persuade someone to act differently, and challenge students to consider reasons that are based on observable facts. (Although K–2 students are not yet responsible for coming up with evidence-based reasons, conversations that can help them differentiate between reasons that are based on facts and those that are more subjective can begin in grade 1.)

○ **using linking words to connect opinions and reasons,** draw students' attention to linking words (*and, because, also, second, next*) in samples of opinion pieces you've used with them, in both published materials and student writing, and highlight linking words with colored tape or markers in the opinion piece samples you've written together.

○ **concluding an opinion piece or bringing it to closure,** refer students back to their statement of opinion in the introduction to make sure it matches the concluding statement, revisit the opinion piece samples you've shared with students to notice how they have been brought to a close, and give students opportunities to try writing concluding statements on their own. It's okay if the ending is a repeat of the opening statement; older students might restate it with different words, or add flourishes of voice (e.g., "I hope I have convinced you that dolphins are smart like people. If you don't believe me, *you* try learning all those water tricks!").

To teach students to write their opinions of books they've read:

• Recognize that the same structure that works for writing an opinion piece about a topic—that is, an introduction that states an opinion, reasons supporting the opinion, connecting words, and a conclusion—also works for writing an opinion about a book. Adapt some of the ideas listed above.

To help your English language learners, try this:

• Meet with students to discuss a book you've read aloud or a topic under investigation. Help students compose an opinion statement and write it on chart paper. Brainstorm and list reasons to support this opinion. Have students practice stating their opinions and reasons by using the reasons they've brainstormed. Have them use the following sentence stem when stating their opinions and reasons: "I think that _____ because _____." Make sure they understand the significance of the word *because*.

Developmental Debrief:

While our goal is to eventually have elementary students in the upper grades write opinion pieces based on verifiable evidence, most K–2 students start out by stating reasons based on personal experiences. We can move them toward more objective reasoning through lots of shared opinion writing and discussion. Base the writing on topics children know about, and think aloud as you draft and weed out lesser, personal reasons in favor of evidence. For example, here is how it might look: Upon asking, "Why do we need to save the whales?" you would nudge students to see that answers such as "Whale watches are fun" and "Whales are the biggest sea animals" are not strong, objective reasons. However, a response such as "If whales become extinct, many other sea creatures would die too" contains a valid reason. Over time, students understand that *valid* and *objective* reasons are those that could be embraced by many other people.
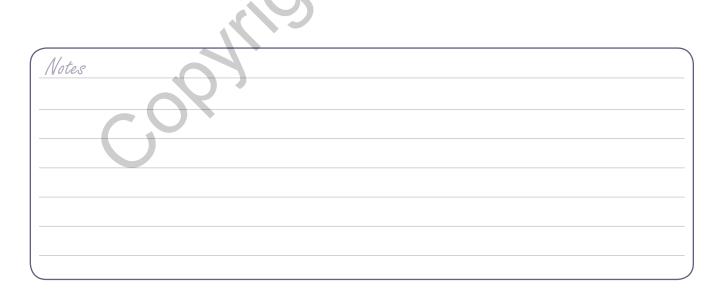
Write opinion pieces based on informational books you have read together, so that you can go back to the texts for facts and details that can be presented as reasons. For example, if you read a book about "taking care of our body," students might write about "why it's important to exercise" or "why it's important to eat healthy food" and use the book as a reference.

Academic Vocabulary: Key Words and Phrases

Analysis: This involves breaking up a complex idea or process into smaller parts (what it is, how it works, and what it is made from) to make it easier to understand.

Argument: Arguments are claims backed by reasons that are supported by evidence. Arguments have three objectives: to explain, to persuade, and to resolve conflicts between positions, readers, or ideas. Writers make their case by building their arguments with reasons and supporting evidence.

Claim: This is the statement that the writer is attempting to prove is true. An effective claim is short, precise, and clear and summarizes the writer's main point. It typically comes near the beginning of the piece and then is bolstered by a well-reasoned chain of evidence.

Closure: This comes at the end of an opinion piece, where the writer brings the argument to a close. Rather than ending an opinion piece with a more formal concluding statement or paragraph, kindergarten and first-grade writers might conclude by simply writing, "And that's why I liked the book." A second-grade student might write, "So now you have two good reasons why orcas should not be captured and kept in tanks. Think about it."

Concluding statement or section: This is where the writer circles back to restate his or her opinion and perhaps sum up the evidence in support of the argument being made. It's what brings closure to the piece.

Evidence: Evidence consists of the details the writer provides to support an argument or opinion. It might include facts, quotations, examples, photographs, expert opinions, and, when appropriate, personal experience. Evidence supports reasons that in turn support the argument or claim.

Linking words: These are words that connect one sentence, idea, or paragraph to another (e.g., *and*, *because*, *also*, *second*, *third*, *last*, *next*), allowing the writer to express an important relationship between opinion and reasons.

Opinion: This is a belief, conclusion, or judgment based on reasoning. In this standard, students need to base opinions on reasons and evidence, which can take the form of facts and details; the important thing is that they avoid relying on personal opinions to support their claims. That said, our youngest writers start with personal opinions and move on to more objective reasoning as they mature and gain experience.

Reasons/reasoning: Writers must base their claims and ideas on more than personal preferences or opinions when constructing arguments. The reasons students give to support their opinions or arguments must be based on evidence.

Substantive topics or texts: Writers are expected to write about compelling, important ideas or texts that examine big questions and challenge the reader. For K–2 students, this means writing opinions and responding to texts on age-appropriate topics, such as whether or not it's all right to capture wild orcas, keep them in tanks, and train them to perform in marine theme parks.

Notes

Planning Page

Standard: _____

Purpose of Lesson/s:

Planning the Lesson/s	Questions to Ask

Differentiating Instruction	Thinking Beyond This Standard

The standards guide instruction; they do not dictate it. So *as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several ELA standards within them and integrate reading, writing, speaking and listening, and language.*

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

K Students use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

1 Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

2 Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

What the **Student** Does

K **Gist:** Using a combination of drawing, dictating, and writing, students compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

They consider:

- What am I drawing or writing about?
- What two or three things do I most want my reader to know?
- What picture(s) will I draw to go with my words?
- What details can I add to the picture(s)?

1 **Gist:** Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

They consider:

- What is my topic?
- What facts will I include?
- How can I add pictures for extra information?
- What do I want to say last about my topic to make it sound like an ending?

2 **Gist:** Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

They consider:

- What do I want to explain about my topic?
- What details/facts will I include to give enough information?
- Is there an important word I have learned that I can define for my reader?
- What should I say first, second, and third so that I make a clear point about my topic?
- What ideas can I adapt from books (e.g., pictures with captions, labeled drawings, scale drawings) to help me illustrate my piece?
- When I think about my topic, what do I want to say as a final point or ending?

Note: Although the questions listed above are too difficult for most young students to internalize and apply on their own, we share them to give teachers a detailed sense of what their students should be striving toward as learners. K–2 students may not be able to ask these questions of themselves independently, but teachers can use them as a jumping-off point for lesson content and as prompts and reminders to share with students. Over time and with instruction, students will be able to pose these questions on their own.

What the **Teacher** Does

To introduce students to informative/ explanatory texts:

- Begin by defining the terms. You might say something like, "*Informative* and *explanatory* are pretty fancy words, but let's make them simple. Informative texts *inform* and explanatory texts *explain*. They are very much alike in their purposes. For example, a newspaper informs us about today's news; I inform you about class rules. What do you do when you are teaching a friend how to play a game? You *explain* it, right? So as we read informative/explanatory texts, remember they are focused on *inform*ation, and *explain*ing it."

- Provide numerous examples of published informative/explanatory texts weeks before you ask students to write, calling attention to the introductions, key ideas or points, organization, graphics, and endings. This will give you opportunities to acquaint students with the features they will need to know when they plan and write in this genre.

- As you read texts aloud, ask students to determine the author's purpose. Make a chart (then post it and add to it throughout the year). For example, they might decide that Nicola Davies's purpose in *Big Blue Whale* is for readers to know how amazing blue whales are, or that Roma Gans wrote *Let's Go Rock Collecting* to encourage young readers to collect rocks on their own.

- As you discuss these texts, point out illustration techniques such as pictures (both illustrations and photographs), pictures with captions, maps, and diagrams. Give students the opportunity to recognize how each technique helps convey information.

To help students find a topic to write about:

- Observe students during reading time to see which topics they like. For example, if you notice students going for the books on sharks or space, gather texts on those topics. Put each collection (even three or four books and articles for starters) in a labeled plastic bag or book basket so students have access to these sets.

- Have students write informative/explanatory texts on science or social studies topics you're investigating. This helps to lighten one of the greatest challenges K–2 students face regarding nonfiction writing: they're typically unable to read the texts containing the information they'll need for their writing. By aligning the writing topics with books/topics you'll be reading aloud and using in shared reading, guided reading, online

resources, and field trips, you're building background knowledge they can access when writing.

To teach students to write an informative/ explanatory text:

- Model writing an informative/explanatory piece with the entire class. This will help students envision what's expected of them. Provide instructions on how to do each of the following:

  - Introduce a topic and decide on the key points to include:

    ○ Gather informational texts on a variety of topics and have students notice how authors introduce their topics. Authors often try to hook readers by posing intriguing "Did you know . . . ?" or "Have you ever . . . ?" questions, by starting with an overview paragraph of subtopics the book addresses, or by asking a broad question such as "What is the solar system?"

    ○ Share examples of nicely narrowed topics to get across to students that "bite-size" topics (e.g., how kangaroos feed their young) make for more manageable writing. Have students work collaboratively on a nonfiction alphabet book using a topic about which students are passionate. After considerable brainstorming to identify concepts within the topic that fit with each letter of the alphabet, have each student volunteer to be responsible for writing a brief, several-sentence piece about a single letter/word. Assemble all 26 entries (with illustrations) into a class book.

    ○ Share with students a poster-size example of an informative/explanatory text. After they've identified the topic, have them point out (and mark with sticky notes) some of the key facts and details. Keep a class chart posted on the wall and record how authors communicate details through the use of sensory language, comparisons, bold print, and dates and numbers.

  - Use facts and definitions to develop points:

    ○ Give each student a piece of paper and have each list one important fact about his or her topic at the top. One at a time, call on students to share the facts they've written and try to say more about them. For example, if a student writes that beavers have sharp teeth, you might ask her what

beavers use their teeth for, or ask her to describe what the teeth look like. Explain to the class that this is the type of detail and elaboration they need to include in their writing.

○ Call students' attention to how authors sometimes include definitions within the body of a text itself to explain important words or concepts. Such a definition is often explicitly stated within the same sentence as the important word—as a phrase alongside the word—or in the sentence directly following.

• Organize their writing:

○ Provide students with 4-by-6-inch index cards and have them write *one* idea or point on each card. After students read over what they've written, they can rearrange the cards into an order that makes their information easier for the reader to follow and understand. Once they do this students often recognize that they've forgotten to include something important or that they need to more effectively introduce their topic or conclude the piece.

○ Give students in grades 1 and 2 a sheet of copy paper that's been sectioned off into four quadrants. Have them write one sentence in each box about their topic as a whole or one key idea or point they're trying to make about the main topic. For example, if the main topic of a piece is the rain forest, a student might write four key ideas (one in each box) about the rain forest in general, or he might write details about one section of his piece, such as the emergent layer of the rain forest. Either way, this method allows students to review the order of their points, cut the boxes apart, and reorder them as needed. Grade 2 students might simply renumber the boxes instead of cutting and pasting.

• End their pieces:

○ Share published writing with students so they can see how authors conclude their pieces. Have students practice writing a variety of conclusions for their texts.

○ Create a list of ways authors conclude their pieces and have students choose from the list. Authors might try to enlist the help of the reader in working toward a cause, ask them to try an experiment at home, include a recipe for them to make, or encourage them to join an organization.

• Illustrate their texts effectively:

○ After showing students their options for illustrating their informational/explanatory pieces—pictures (illustrations and photos), pictures with captions, diagrams, and maps—invite several students to share their writing with the class and discuss how they might illustrate various sections. Ask the student authors to read portions of their pieces aloud and state whether or not they plan to illustrate their texts and, if so, how. Encourage classmates to also offer suggestions. When possible, put the writing up on a whiteboard so that all students can see it easily.

To help your English language learners, try this:

• Allow students to draw or illustrate facts and details about their topics, and label them. Then provide predictable frames for them to continue adding details (e.g., "Elephants live . . . ," "Elephants eat . . . ," and so forth).

• Select three or four examples of informative/explanatory books or articles and flag particular pages that could serve as models or easy formats for students' entire pieces (e.g., "Five Fabulous Facts About _____"; question-and-answer formats; a single, detailed drawing with labels all around it; or cutout photographs and captions).

• Talk with students about how to "bookend" their work with an opening and closing sentence. Bring in actual bookends to illustrate what you mean.

Developmental Debrief:

When it comes to illustrating, kindergarten and first-grade students often draw a picture *before* they write. This helps them rehearse their ideas.

We strongly advise against having individual students (especially in kindergarten and grade 1) select different topics to write about, since it will be difficult for them to amass enough information on their own. It's better to have them, at least initially, write on a common shared topic.

The standards set the bar high for K–2, with descriptors like *introductions*, *development of points*, and *concluding sections*. These are worthy but advanced goals; keep working toward them, but accept all sorts of approximations along the way.

Academic Vocabulary: Key Words and Phrases

Closure: This comes at the end of an opinion piece, where the writer brings the piece to a close. Rather than ending an opinion piece with a more formal concluding statement or paragraph, kindergarten and first-grade writers might conclude by simply writing, "And that's why I liked the book." A second-grade student might write, "So now you have two good reasons why orcas should not be captured and kept in tanks. Think about it."

Complex ideas: Complex ideas involve analyzing the parts of something. To understand a plant, for example, we need to consider its color, its shape, its parts (leaves, roots, stem, flowers), how the parts work together, what it needs to survive, and how it fits into the larger ecosystem. Simple ideas, on the other hand, are those we can acquire only through a singular sensory experience. So in our plant analogy, a simple idea is that a cactus prickle is sharp.

Concluding statement or section: This is where the writer circles back to restate his or her opinion and perhaps sum up the evidence in support of the argument being made. This brings a sense of closure to the piece.

Convey information clearly and accurately: This means that writers choose the most important facts and details about a topic and organize and group them so that they're readily understood.

Informative/explanatory texts: These are texts written to give information or explanations about the natural world and other topics. They are defined by their objective to inform and explain about a topic using facts and an objective tone. They are generally written in the third person.

Points: These are the key ideas the author conveys to support the larger main idea.

Selection, organization, and analysis of content: Writers choose the most important facts and details about their topics and organize them to achieve their purpose. They also analyze what each detail contributes to the meaning of the text as a whole.

Notes

Planning Page

Standard: _____

Purpose of Lesson/s:

Planning the Lesson/s	Questions to Ask

Differentiating Instruction	Thinking Beyond This Standard

The standards guide instruction; they do not dictate it. So *as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several ELA standards within them and integrate reading, writing, speaking and listening, and language.*

Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

K Students use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

1 Students write narratives in 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.

2 Students write narratives in which they recount 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 of closure.

What the **Student** Does

K **Gist:** Using a combination of drawing, dictating, and writing, students tell the story of a single event or several loosely linked events, tell about the events in the order they happened, and tell what they think about what happened.

They consider:

- Do I want to tell about a real event that actually happened? Or do I want to make up a story?
- What happens? What happens first? Next? And then?
- How does it end?
- What do I think about what happened? Or, what do my characters feel?

1 **Gist:** Students write narratives in 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.

They consider:

- What am I telling? Is it a real story about something that happened or one I imagine?
- What happens? And in what order do things happen?
- Have I added enough details so readers can understand?
- Have I used words such as *yesterday*, *today*, *first*, *next*, and *last* to make events clear?
- How does my story end?
- When I reread my story, does it make sense?

2 **Gist:** Students write narratives in which they recount 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 of closure.

They consider:

- What kind of story am I telling? Did it really happen or is it one I made up from my imagination?
- What happens? What is the main event? And in what order do things happen?
- Have I added details that describe people's actions, thoughts, and feelings?
- Have I used words such as *a long time ago*, *today*, *later*, *first*, *next*, *then*, and *last* to show the order of the events?
- How does my story end?
- When I reread my story, does it make sense? Have I made it clear how one event leads to another?

Note: Although the questions listed above are too difficult for most young students to internalize and apply on their own, we share them to give teachers a detailed sense of what their students should be striving toward as learners. K–2 students may not be able to ask these questions of themselves independently, but teachers can use them as a jumping-off point for lesson content and as prompts and reminders to share with students. Over time and with instruction, students will be able to pose these questions on their own.

What the **Teacher** Does

To have students narrate a single event (or several loosely linked events):

- Have students sit in a circle and give them opportunities to orally tell about events that really happened in their lives or made-up events. Be aware that it is often difficult for young students, especially kindergarten students, to differentiate between real events and those that are imagined. Also be aware that one student's true recount of the time he or she broke a leg will likely lead other students to relate similar, but imagined, narratives of their own, so you'll have to rein it in.

- Don't move too quickly from oral storytelling to having students write or draw their stories. Oral storytelling is an essential step for all K–2 students, but especially for those in kindergarten and first grade. Be sure to give other students in the class opportunities to respond to each teller's story.

- Explain to students that they will be writing stories about things that happened to them or something they make up. If it's several weeks into the school year, you're likely to find some examples of personal narratives in students' writing folders. Select a couple of students to share their narratives with the class. Then review with students several fictional stories that you've already read aloud to illustrate that stories in books are make-believe, as opposed to their classmates' stories, which really happened. Students need to understand the difference.

- Tell students that they are going to get to choose between writing about something that actually happened to them and making up a story using their imagination. Let each student tell what his or her story will be about before they start writing, and let kindergarten and first-grade students know that they might want to start by drawing a picture and then writing.

- Use prompts or storyboards to help students move from one part of their event to the next: One time _____. Next _____ _____. Then _____. Lastly _____. To make a storyboard, divide a blank sheet of paper into quadrants. At the top left-hand corner of each section, write one of the prompts in sequential order—*First, Next, Then,* and *Lastly.*

To have students use temporal words to signal event order:

- As you share big books or enlarged texts, call students' attention to the temporal words—such as *first, next, then, last, after, before,* and *during*—that help move the story along. Highlight these words with sticky notes, and then write them on a chart to remind students to include them in their written narratives.

To have students provide a sense of closure:

- Explain that readers like to know that the event they're reading about is coming to an end. Therefore, the writer needs to tell the reader how things turned out or how a problem was resolved. When you read narrative nonfiction (e.g., biographies, memoirs) and fiction books aloud, invite students to comment on the ending sentence or two. What do they notice about how the author ended the piece?

- When you read fictional narratives, point out endings that tie things up in a neat little bow, like "and they lived happily ever after," and endings that deliberately leave the door open a little, giving readers the feeling the story is done, but it's not quite over. For example, William Steig's *Spinky Sulks* ends with "too bad it couldn't last forever."

- Have students mark the beginnings and endings of their pieces with highlighter or sticky notes. If a student finds she has only a beginning and middle, this recognition should prompt her to add an ending.

To have students narrate two or more appropriately sequenced events, or a well-elaborated event or short sequence of events, in the order in which they occurred:

- Have each student select one real person from his or her life to write about. Explain that it should be someone the student finds interesting, funny, or provocative—someone who's "a real character." Give students time to consider who they might like to write about and share their reasoning with a partner. Do a brief brainstorming of character-revealing ideas: looks, clothing style, way of walking, favorite sayings, quirky habits, and so on. Then take the following steps:

1. Have students draw their characters, thinking all along about what the characters are like and some

of the characteristic ways they have behaved in different situations.

2. Give each student an 8½-by-11-inch sheet of paper with two rectangular boxes on it, each taking up almost half of the page; the first box should be titled "One time" and the second "Another time" (see a sample in the online resources at resources.corwin.com/literacycompanionk-2). Have students draw in the two boxes the situations they will later describe in words. (Note that up to this point, students have only been illustrating their characters and scenes from their soon-to-be-written narratives.)

3. Give each student two pieces of lined paper and have them write about both events they just drew. The description of the first event should begin with "One time . . ." and the second with "Another time . . . ," and the writing should elaborate on the events in which the main character "showed his or her true colors."

4. After students have written their descriptions of these two events, have them write introductory and ending sentences or paragraphs.

5. Have students read their narratives out loud. As they read, call attention to the words the student authors use to illustrate their characters' most salient characteristics.

To help your English language learners, try this:

• Working in small groups, give students time and opportunities to tell and draw their stories before they write them. They can illustrate each part on a separate sheet of paper, write along the top or bottom what's happening, and rearrange the sections if the original event order does not accurately reflect what happened.

Developmental Debrief:

When working with kindergarten and first-grade students, students who struggle, and English language learners, it is essential to recognize the importance of giving students time and opportunities to tell their stories orally and illustrate them—as a rehearsal of sorts.

Some children may not have the fine motor skills or writing stamina yet to succeed in planning and drafting full introductory or ending paragraphs. Use your judgment and realize that in K–2, it can be sufficient if children's "paragraphs" are a sentence or two. Paragraphing is often something that begins to make sense in third grade. Probably the most important year-end goal is that students understand how their sentences connect and build on one another toward a conclusion.

Notes

Academic Vocabulary: Key Words and Phrases

Closure: This comes at the end of a narrative, where the writer brings his or her piece to a close by telling the reader how things turned out.

Event sequence: This is the order in which events occur in a story. Events that are well organized help the reader follow and understand the story.

Narrative: This is a story one tells, whether in prose or verse, a picture book or a play. A narrative can be fictional or grounded in fact, such as an autobiographical or historical narrative or simply a recount of a personal experience in one's life.

Real or imagined experience: Narratives that tell about real experiences are based on personal or historical records (memoirs, autobiographies). Narratives that tell about imagined experiences are fictional (picture-book stories, plays, poems, folktales). Although fiction writers may use some details from real life to imagine their stories, the stories are mostly made up.

Recount: This means to tell about events that occurred, what happened, or the story of something, in some detail.

Technique: Literary narratives are carefully crafted to affect readers emotionally; to study the technique is to study how the work affects the reader. With experience, writers combine many techniques to make their stories enjoyable to readers. Techniques include dialogue, word choice, the development of tension, and the use of contrasting characters.

Temporal words: These are words that signal the position of an event in time, and as such guide the reader through the story. Some examples of temporal words suitable for K–2 writers are *first, next, then, last, after, after that, before,* and *during.*

Notes

Planning Page

Standard: _____

Purpose of Lesson/s:

Planning the Lesson/s	Questions to Ask

Differentiating Instruction	Thinking Beyond This Standard

The standards guide instruction; they do not dictate it. So *as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several ELA standards within them and integrate reading, writing, speaking and listening, and language.*

Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

K With guidance and support from adults, students respond to questions and suggestions from peers and add details to strengthen writing as needed.

1 With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

2 With guidance and support from adults and peers, students focus on a topic and strengthen writing as needed by revising and editing.

What the **Student** Does

K **Gist:** With guidance and support from adults, students respond to feedback from the teacher and peers and add details to strengthen writing as needed.

They consider:

- Which comment do I find most helpful?
- Where can I add a detail or make a change?
- What other suggestions from my peers do I like?
- How can I fix that part?
- When I reread my writing now, do I like it more?

1 **Gist:** With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

They consider:

- What is the topic I'm writing about?
- Which question or suggestion do I think is a great idea that will make my piece better?
- What words and details can I add?
- When I reread my piece, is there something else I want to fix?
- How will I do that?

2 **Gist:** With guidance and support from adults and peers, students focus on a topic and strengthen writing as needed by revising and editing.

They consider:

- Am I clear about my topic? Is it too broad? Too narrow?
- Are my classmates' questions and suggestions helpful?
- What details and interesting words and phrases can I add to make my piece better?
- How can I use *like* and *because* to help me add more information to my sentences?
- Have I fixed up my spelling, punctuation, grammar, and so on so that the information is clear to my reader?
- When I reread my piece now, do I like it more? Are there other things I want to change?

Note: Although the questions listed above are too difficult for most young students to internalize and apply on their own, we share them to give teachers a detailed sense of what their students should be striving toward as learners. K–2 students may not be able to ask these questions of themselves independently, but teachers can use them as a jumping-off point for lesson content and as prompts and reminders to share with students. Over time and with instruction, students will be able to pose these questions on their own.

What the **Teacher** Does

To help students respond to questions and suggestions from peers:

- Provide opportunities for students to receive feedback from classmates on their writing. In writing workshop classrooms, this is called the "writing share" and occurs at the end of the workshop. Several students read their pieces of writing as their classmates listen carefully; the classmates then ask thoughtful questions and make helpful comments. Students need to be taught how to give constructive feedback over many weeks and with considerable modeling from you. Teach students to first comment on what they like, ask questions that may help the writer to clarify meaning, and perhaps make a suggestion or two (see the "Developmental Debrief" section below).

- As students ask questions of each student author and make suggestions, record, on a special form, some of their key questions and suggestions for how to improve the piece (see a sample form at resources.corwin.com/literacycompanionk-2). After the student author finishes sharing, give her the form to place in her folder so she will have it for reference when revising her piece. You will have to moderate how much you write for different students based on what the students are capable of reading back on their own.

To help students focus on a topic:

- Help students select topics for their stories, informative/explanatory pieces, or poems that are broad enough that students will be able to round up sufficient information, but not so broad that the pieces cover everything under the sun. That said, in kindergarten and first grade, it is typical and acceptable for students to write bed-to-bed stories—that is, stories that relate everything that happened during a particular day, outing, or event. Or when writing nonfiction, they might write "All About" a particular animal, city, or holiday. As students move from first grade to second grade, and with explicit instruction and practice, they are more capable of understanding why—and how—to narrow their topics.

- Decide on a writing project that relates to a social studies topic, such as Eastern Woodland Indians. Divide the topic into subtopics (such as where the Eastern Woodland Indians lived, what their homes were like, what they ate) and stock the classroom with reference books and articles. Then assign each student to select one of those subtopics and write what he or she knows about it.

After students have completed the writing assignment, have all those who chose the same topic get together and read what they wrote to one another. Then allow students to add to their pieces the new information they learned from their classmates.

To help students add details to strengthen their writing:

- The term *details* is chameleonlike in grades K–2, given that children across this grade range are at vastly varied levels of literacy. In kindergarten, revising in general and adding details in particular is usually a matter of crossing out or adding a word or two—and maybe adding a sentence to the end or drawing a picture. Demonstrate how to add details to a piece of writing, and when you confer one-on-one with students, help them locate where they want to add words or facts. Most of all, helping students find topics that are neither too narrow nor too broad in turn helps them arrive at a good amount of detail for their pieces. For first and second grade, the advice is fairly similar. Assess what students can do and guide them to make just a few simple changes that will lift the quality of their writing. To move students toward writing more complex sentences, model how to use connecting words such as *like* and *because*. This scaffolds their ability to add more elaborate phrases.

To help students revise their pieces:

- Have students read their pieces to a small group of peers, receive suggestions from them, and then change their writing if the suggestions would improve the piece. For K–2 students we're not talking about heavy-duty revision: in kindergarten revision involves simply adding a word or two, maybe a sentence or two later in the year; and in first and second grade revision includes adding or changing a sentence or two, adding a definition to clarify a term, or including a more enticing opening or closing sentence.

To help students edit (proofread) their pieces:

- Begin making an editing checklist with students at the start of the school year, rather than posting a ready-made list with each item already accounted for. Add additional items as needed and as students' writing warrants. (An example of an editing checklist is provided in the online resources at resources.corwin.com/literacycompanionk-2.)

- Even though "rereading to make sense" sounds more like revising than an editing checklist item, it should actually be number one on any editing checklist, since the goal of both revising and editing is to make the piece more comprehensible.

To help your English language learners, try this:

- Meet with students in a small group either before or after your revision and editing lessons to give them a leg up on understanding what you'll be describing or a chance to process or practice what you've already taught.

- Choose a few selected teaching points to help students with during revision and editing. Base these few points on their proficiency levels in English. Students new to English may do very little revision and editing, whereas students with good face-to-face communication skills in English might need more help with academic language and formal English.

- Meet with students in a small group either before or after your revision lesson and help them think about the questions you or their peers are posing to help them strengthen their writing. Be careful to focus any one revision lesson on either content (e.g., topic, vocabulary) or conventions (e.g., grammar, punctuation) so as not to overwhelm your students learning English.

- Because vocabulary acquisition is key to improving English language learners' reading and writing skills, look for fun, creative ways to explore words, colloquialisms, figurative language, and idioms. All children benefit as readers and writers from such language play.

Developmental Debrief:

Although revision isn't reflected in the writing standards until second grade, it can begin as early as kindergarten and first grade if it's approached with a light touch. Of course, young writers won't be able to resee or reenvision their pieces and begin again, but they can read over what they've written to cross out sentences that don't add anything and insert sentences that do. As a teacher, approach all of writing and revision with these questions in mind: What's my gut telling me about *this* writer, *this* child? Will revising actually slow the child's progress or dampen his or her motivation to write at this particular juncture? Would it be more productive and instructive to let the child dive into a new piece he or she is eager to write?

Notes

Academic Vocabulary: Key Words and Phrases

Details to strengthen writing: Specificity via details, examples, and elaboration are what readers look for and expect from both informational and literary texts; details help satisfy the reader that the writer knows what he or she is talking about. It's not enough to make broad and general statements about ideas or events—authors need to provide details and specifics to flesh out the larger ideas and breathe life into them.

Editing: For K–2 students, editing involves fixing spelling, punctuation, and grammar errors. Editing and proofreading can take place throughout the composing process, not just at the end—particularly with more fluent readers.

New approach: At some point, the writer may feel the current approach—the voice, the style, the perspective, or the stance—is not effective, at which point it makes sense to write the whole piece over in some new style, in a different format, or from an alternative perspective to better convey the author's ideas to the audience on this occasion.

Planning: Students can do many things to plan. They can outline ideas, gather and generate ideas, use graphic organizers, and brainstorm to generate and make connections between ideas. Some make lists of what they need to do, read, or include.

Revising: Revision is *reseeing*, considering a piece of one's writing with an eye to making it clearer. For K–2 students, revision is best understood as rereading to make sense. Students can then make small adjustments. In kindergarten, crossing out or adding a word or two; in grades one and two, fixing a few sentences, using connecting words to make the sentences flow better, or rewriting beginnings and endings.

Rewriting: Sometimes used interchangeably with revising, this phase of the writing process involves not tweaking or polishing up what is there but replacing it with new ideas or language better suited to the audience, purpose, or occasion.

Strengthen: This is what revising does to writing: makes it stronger by tightening the wording, refining the argument, and removing what is unnecessary so that key ideas, reasoning, and evidence are emphasized.

Notes

Planning Page

Standard: _____

Purpose of Lesson/s:

Planning the Lesson/s	Questions to Ask

Differentiating Instruction	Thinking Beyond This Standard

The standards guide instruction; they do not dictate it. So *as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several ELA standards within them and integrate reading, writing, speaking and listening, and language.*

Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

K With guidance and support from adults, students explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

1 With guidance and support from adults, students use a variety of digital tools to produce and publish writing, including in collaboration with peers.

2 With guidance and support from adults, students use a variety of digital tools to produce and publish writing, including in collaboration with peers.

What the **Student** Does

K **Gist:** With guidance and support from adults, students explore a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.

They consider:

- What is my purpose for writing?
- Who is my audience? Who will read it?
- How can this digital tool help me share my message?
- How can my classmates and I use this tool to write together?
- How can this tool help me find and organize information to make story writing easier?
- How can it help me publish and present my writing?

1 **Gist:** With guidance and support from adults, students use a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.

They consider:

- What is my purpose for writing?
- Who is my audience? Who will read it?
- How can this digital tool help me share my message?
- How can my classmates and I use this tool to write together?
- How can this tool make finding and organizing information and stories easier?
- How can it help us publish and present writing?

2 **Gist:** With guidance and support from adults, students use a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.

They consider:

- What is my purpose for writing?
- Who is my audience? Who will read it?
- How can this digital tool help me share my message?
- How can my classmates and I use this tool to write together?
- How can this tool make finding and organizing information and stories easier?
- How can it help us publish and present writing?

Note: Although the questions listed above are too difficult for most young students to internalize and apply on their own, we share them to give teachers a detailed sense of what their students should be striving toward as learners. K–2 students may not be able to ask these questions of themselves independently, but teachers can use them as a jumping-off point for lesson content and as prompts and reminders to share with students. Over time and with instruction, students will be able to pose these questions on their own.

What the **Teacher** Does

To help students use digital tools to improve their writing:

- Impress upon students that technology is a powerful writing tool, much like crisp white paper and newly sharpened pencils. Show a few moments of an animated picture book or a great science presentation for kids on TeacherTube. Talk about what technology can offer that writing on paper can't, such as easy access to information, integration of sounds and images, color, and fancy fonts. Then make the point that it's easy to be dazzled by all these bells and whistles, but as writers, their job is to think about the messages they want to communicate to their readers. They need to ask themselves, *Am I giving my reader enough information about my topic? Enough words to tell a story?*

- Make digital tools a natural part of the classroom learning environment. Scaffold students' use of computers, tablets, and other technological tools by demonstrating and doing shared writing, as an entire class. This whole-class collaboration helps ensure that students who haven't had access to technology at home can learn to use various devices and tools. Likewise, have students work in small groups and pairs if you see that "tech savvy" can be peer-mentored. However, be careful that the more tech-savvy students don't dominate the devices. You might set a timer to make sure each student in a pair has equal screen time. Be prepared to work one-on-one with those students who need extra support.

- Delineate the functions of various writing tools so that students can choose from among them for one or more stages of writing and publishing: (1) researching information and visual images (Internet), (2) writing and drafting, (3) sharing (wikis), and (4) publishing (Keynote, PowerPoint).

To help students use digital tools to produce writing:

- Design a couple of lessons to help students access *quality* information on the Internet that's related to science or social studies topics. Have students spend five minutes, almost like a game, finding high-quality information online that correlates with or expands upon the information in textbooks. Provide a list of acceptable sources for information and have them bookmarked on the classroom computer.

- Look for ways to use technology—computers, tablets, displays, interactive whiteboards, document cameras—that are efficient, effective, and appropriate to the writing task and developmental stage of the writer.

- When working with first- and second-grade students, intentionally design writing assignments that contain small but meaningful opportunities for students to learn additional features of word processing (e.g., how to embed images, how to design a page so text flows around images, how to insert headers). Model how you accomplish these word-processing tasks for the whole class before students work independently. In addition, you might use kid-friendly apps, such as SpongeBob SquarePants Typing, to help orient students to keyboards through games and keyboarding drills.

- Differentiate instruction so that students who experience difficulty with various aspects of the writing process, such as getting and illustrating information or organizing their ideas, are matched with appropriate digital apps, such as Primary Writer (Grassroots Technologies), Sentence Maker (Grasshopper Apps), How to Write a Paragraph (Classroom Complete), and RealeWriter (RealeStudios).

To help students use digital tools to publish their writing:

- Before publishing student work online, carefully consider the implications of doing so, especially if the writing contains images or copyrighted materials. You may want to explore other options.

- Set up a class blog that's easy to maintain and monitor. Model its use and then make sure that all students get to contribute.

- When publishing, take those extra steps to ensure that the writing has been carefully edited for spelling, punctuation, and grammar. If students use spelling and grammar checkers on the computer, ask them to try to explain what the computer says is wrong. For example: "This 'sentence' has a green line under it; what does the computer say is wrong with the grammar? Can you find the problem? Can you fix it?"

To use technology to interact or collaborate:

- For grade 2 students, set up a group or collaborative space online (via Google Docs, a wiki site, or any other platform that allows users to create a

password-protected space) where they can discuss and respond to each other's ideas and writing in or outside class.

- Gather useful links—to applications, primary source sites, exhibits, and other rich resources related to pieces students are writing—that students can explore together in class or at home as they gather and generate ideas for writing.

To help your English language learners, try this:

- Make sure students have ample opportunity to use technology to write and to share their writing with others.

- Meet with English language learners in small groups to plan their writing and plan how to use the technology to help them write in groups or individually.

Developmental Debrief:

In addition to being great fun, technology is a powerful way to help students gain information and share it with others. It also can motivate students to write more frequently, which is a key factor in their becoming better writers. That said, at least with K–2 writers, digital tools should never take the place of students getting their ideas down with pencil on paper. The fine motor skills involved in writing are part of how our brains are wired to learn information and to think. True enough, children today are using digital technology, including tablets and other computers, practically from birth, and this may in effect be changing their brain development in ways that research has yet to determine. But as teachers in K–2, we must still make a place for having students draft onto paper and learn the letter formations of the English language.

Notes

Academic Vocabulary: Key Words and Phrases

Collaborate: When students collaborate in writing, they work together to come up with ideas, work on pieces of writing or projects together, and respond to each other's writing projects, sometimes using features such as Comments in Google Docs.

Interact: Students interact with one another through written dialogues online, through chat groups, social media, e-mail, and other interactive platforms, to generate ideas about texts they are analyzing, papers they are writing, or topics they are exploring (prior to writing). Thus, they use technology to facilitate and extend discussions, generate ideas, provide feedback on peers' written pieces, or write and share their own writing with others for feedback or publication.

Produce: Producing writing involves using a range of technology tools—computers, applications, digital cameras to capture images and videos—to generate content and help students write.

Publish: This means that students use computers to publish and distribute quality materials around school, the community, or online.

Technology: For K–2 students, this refers to using computers and tablets to compose, revise, and edit writing. It also implies using applications to gather information to incorporate into the writing itself. Using technology also means writing with and for a range of forms and formats (e.g., interactive whiteboards, tablets, blogs, graphic displays, and video images) and publishing pieces for audiences to read.

Writing products: Given the emphasis here on the use of technology, writing products include the traditional pieces students write, but also such new and emerging forms as blogs, wikis, websites, presentations, and multimedia or hybrid texts.

Notes

Planning Page

Standard: _____

Purpose of Lesson/s:

Planning the Lesson/s	Questions to Ask

Differentiating Instruction	Thinking Beyond This Standard

The standards guide instruction; they do not dictate it. So *as you plan lessons remember you aren't teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within them. Engaging lessons often have several ELA standards within them and integrate reading, writing, speaking and listening, and language.*