Grade Level	ID	Name	Standard	Suggested Learning Targets
K	K.W	Writing	Writing	
K	K.W.01	Compose opinion pieces	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 . . .).	I can identify the topic or name of a book. I can determine my opinion or preference about a topic or book. I can use drawings and words to share my opinion or preference about a topic or book.
K	K.W.02	Compose informative/expl anatory texts	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.	I can select a topic and information to share. I can use drawings and words to name and give information about a topic.
K	K.W.03	Narrate events in order	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.	I can tell a story about something that happened. I can tell what happened first, next, last. I can create drawings to show what happened in my story.
K	K.W.05	Respond to questions and suggestions and add details	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	I can answer questions about my writing. I can listen to ideas my teachers and peers have about my writing. I can add details that will help the reader understand my writing.
K	K.W.06	Explore tools to produce an publish	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can work with my teacher and others to learn about digital tools that produce and publish writing.
K	K.W.07	Participate in shared research and writing	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	I can define research and explain how it is different from other types of writing. I can research a topic with others. I can work with others to write about a research topic
K	K.W.08	Recall or gather information to answer questions	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered.
1	1.W	Writing	Writing	
1	1.W.01	Write opinion pieces	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.	I can identify my opinion on a topic or book. I can support my opinion with a reason. I can write an opinion piece with an introduction, opinion, supporting reason, and conclusion.

1	1.W.02	Write informative/expl anatory texts	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	I can select a topic and identify facts to share. I can write an informative paper with a topic facts, and an ending sentence.
1	1.W.03	Write narratives and recount two or more appropriately sequenced events	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.	I can place story events in the correct order. I can write a story with events placed in the correct order. I can use details to describe what happened in my story. I can use words (e.g., before, during, after) to show event order in my story. I can write an ending for my story that provides a sense of closure (ties up all loose ends and leaves the reader satisfied.)
1	1.W.05	Focus on a topic and respond to questions and suggestions from peers	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	I can write about a topic. I can answer questions about my writing. I can listen to ideas my teachers and peers have about my writing. I can add details that will help the reader understand my topic.
1	1.W.06	Use a variety of tools to produce and publish writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can identify digital tools (e.g., Word, Publisher, PowerPoint) that will help me produce and publish my writing. I can use digital tools to produce and publish my writing. I can use digital tools to work with others.
1	1.W.07	Participate in shared research and writing projects	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	I can define research and explain how research is different from other types of writing. I can research a topic with others. I can work with others to write about a research topic.
1	1.W.08	Recall or gather information to answer a question	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered.
2	2.W	Writing	Writing	
2	2.W.01	Write opinion pieces: introduce the topic, state and support the opinion	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.	I can identify my opinion on a topic or book. I can support my opinion with reasons. I can link my opinions and reasons with connecting words. I can write an opinion piece with an introduction, supporting reasons, and a concluding statement/section.

2	2.W.02	Write informative/expl anatory text: introduce a topic, use facts to develop	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can select a topic and identify information to share. I can use facts and definitions to share points and ideas about my topic. I can present my information in writing and provide a concluding statement or section.
2	2.W.03	Write narratives to recount a well elaborated event	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.	I can place story events in the correct order. I can write my own story with events placed in the correct order. I can describe actions, thought, and feelings in my story. I can use words to show changes in time. I can create an ending for my story.
2	2.W.05	Focus on a topic and strengthen writing by revising and editing	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can recognize that a good piece of writing requires more than one draft. I can revise my writing with help of others. I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc. I can prepare a new draft with changes that strengthens my writing.
2	2.W.06	Use a variety of tools to produce and publish writing	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can identify digital tools that help me produce and publish my writing. I can use digital tools to produce and publish my writing. I can use digital tools to collaborate/work with others.
2	2.W.07	Participate in shared research and writing projects	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can define research and explain how it is different from other types of writing. I can research a topic with others. I can work with others to write about a research topic.
2	2.W.08	Recall or gather information to answer a question	Recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered.
3	3.W	Writing	Writing	
3	3.W.01	Write opinion pieces on topics, supporting a point of view	Write opinion pieces on topics or texts, supporting a point of view with reasons.	I can determine my opinion or point of view on a topic or text. I can create an organizational structure (e.g., chronology, compare/contract, cause/effect, problem/solution) to introduce my topic and opinion. I can support my opinion with reasons and link my reasons with words and phrases. I can write an opinion piece with an introduction, supporting reasons, and a concluding statement section.

3	3.W.01a	Introduce the topic, state an opinion, and create an organizational structure	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
3	3.W.01b	Provide reasons to support opinion	Provide reasons that support the opinion.	
3	3.W.01c	Use linking words and phrases to connect opinion and reasons	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
3	3.W.01d	Provide a concluding statement	Provide a concluding statement or section.	
3	3.W.02	Write informative/explanatory texts to examine a topic	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can select a topic and identify information (e.g., facts, definitions, details) to share. I can organize my topic by grouping related information. I can use illustrations to help readers understand my topic. I can connect my information (e.g., facts definitions, details) using linking words and phrases. I can present my information in writing and provide a concluding statement or section.
3	3.W.02a	Introduce a topic and group related information together	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
3	3.W.02b	Develop topic with facts, definitions, and details	Develop the topic with facts, definitions, and details.	
3	3.W.02c	Use linking words and phrases to connect ideas	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	

3	3.W.02d	Provide a concluding statement	Provide a concluding statement or section.	
3	3.W.03	Write narratives to develop real or imagined experiences	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can define narrative text and describe the basic parts of plot (introduction, rising action, climax, falling action, and resolution). I can introduce the narrator, characters, and thee vent/situation that starts the story. I can sequence (put in order) the events in my story so that one event leads to the next. I can use a character's thoughts, words, feelings, and actions to show how events happen and how characters respond to the events. I can show changes in time by using temporal words and phrases (e.g., before, during, after). I can write a conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).
3	3.W.03a	Establish a situation and introduce a narrator and/or characters	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	
3	3.W.03b	Use dialogue and descriptions of actions, thoughts, and feelings	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
3	3.W.03c	Use temporal words and phrases to signal event order	Use temporal words and phrases to signal event order.	
3	3.W.03d	Provide a sense of closure	Provide a sense of closure.	

3	3.W.04	Produce writing with development and organization appropriate to purpose	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	I can identify the writing style (e.g., opinion, informative/explanatory, or narrative) that best fits my task and purpose. I can use graphic organizers to develop my writing ideas. I can create a piece of writing that shows my understanding of a specific writing style.
3	3.W.05	Develop and strengthen writing as needed by planning, revising, and editing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). I can recognize that a good piece of writing requires more than one draft. I can revise my writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, spelling, ect. I can prepare a new draft with changes that strengthens my writing.
3	3.W.06	Use technology to produce and publish writing and collaborate with others	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me produce and publish my writing. I can use technology to produce and publish my writing. I can use technology to collaborate/work with others. I can use keyboarding skills to prepare my writing for publication.
3	3.W.07	Conduct short research projects	Conduct short research projects that build knowledge about a topic.	I can define research and explain how it is different from other types of writing. I can research a topic to answer questions and/or gain information.
3	3.W.08	Gather information from various sources and take brief notes	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	I can recall information from experiences or gather information from print and digital sources about a topic. I can take notes (write down short pieces of important information) about a topic. I can sort the information from my notes into provided categories.
3	3.W.10	Write routinely for a range of tasks, purposes, and audiences	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.	I can write for long or short periods of time, depending on my task. I can choose a writing structure to fit my task, purpose, and/or audience. I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain, to share an experience).
4	4.W	Writing	Writing	

4	4.W.01	Write opinion pieces on topics, supporting a point of view	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can determine my opinion or point of view on a topic or text. I can create an organizational structure in which related ideas are grouped to introduce my topic and opinion. I can support my opinion with facts and details. I can link my opinions and reasons with words and phrases. I can write an opinion piece with an introduction , supporting reasons, facts and details, and a concluding statement/section.
4	4.W.01a	Introduce a topic clearly, state an opinion, and support the writer's purpose	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	
4	4.W.01b	Provide reasons that are supported by facts and details	Provide reasons that are supported by facts and details.	
4	4.W.01c	Link opinion and reasons using words and phrases	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
4	4.W.01d	Provide a concluding statement related to the opinion presented	Provide a concluding statement or section related to the opinion presented.	

4	4.W.02	Write informative/expl anatory texts to convey ideas and information	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience. I can define common formatting structures and determine the best structure that will allow me to organize my information. I can introduce and organize my topic into paragraphs and sections that group related information. I can use formatting structures, illustrations, and multimedia to clarify (make clear my topic) I can link my information (e.g., facts, definitions, details, quotations, examples) using words and phrases. I can explain my topic using precise language and domain-specific vocabulary. I can present my information and provide a concluding statement or section that relates to the information presented.
4	4.W.02a	Introduce a topic and group related information in paragraphs and sections	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
4	4.W.02b	Develop the topic with facts, definitions, details, quotations, and examples	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
4	4.W.02c	Link ideas within categories of information using words and phrases	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
4	4.W.02d	Use precise language and domain-specific vocabulary about the topic	Use precise language and domain-specific vocabulary to inform about or explain the topic.	

4	4.W.02e	Provide a concluding statement related to the information presented	Provide a concluding statement or section related to the information or explanation presented.	
4	4.W.03	Write narratives using effective technique, descriptive details, and sequences	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can define narrative and describe the basic parts of plat (expositions, rising action climax, falling action, and resolution). I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion. I can sequence the events in my story so that one event logically leads to the next. I can develop events and/or experiences and show how characters respond to situations using dialogue and description. I can use concrete words and phrases as well as sensory details (descriptive words and phrases that appeal to the senses) to help my reader understand the experiences an events (create mind pictures). I can signal changes in time and place by using transitions words, phrases, and clauses. I can write a logical conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).
4	4.W.03a	Establish a situation and introduce a narrator and/or characters naturally	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
4	4.W.03b	Use dialogue and description to develop experiences and events	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
4	4.W.03c	Use a variety of transitional words and phrases	Use a variety of transitional words and phrases to manage the sequence of events.	

4	4.W.03d	Use sensory details to convey experiences and events	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
4	4.W.03e	Provide a conclusion that follows the narrated experiences or events	Provide a conclusion that follows from the narrated experiences or events.	
4	4.W.04	Develop and organize writing appropriate to task, purpose, and audience	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	I can identify the writing style (e.g., argument, informative/explanatory, narrative) that best fits my task, purpose and audience. I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.
4	4.W.05	Develop and strengthen writing by planning, revising, and editing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
4	4.W.06	Use technology to produce and publish writing and collaborate with other	With some guidance and support from adults, 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.	I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me produce, edit and publish my writing. I can choose credible websites on the Internet that will help me compose, edit and publish my writing. I can collaborate with peers, teachers, and others to produce and publish my writing. I can use proper keyboarding skills (type a minimum of one page in a single sitting) to compose and prepare my writing for publication.

4	4.W.07	Conduct short research projects that build knowledge through investigation	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	I can define research and explain how research is different from other types of writing. I can focus my research around a question/topic that is provided or determine my own research worthy question (e.g. Why do birds migrate?). I can gather a variety of information about my research topic.
4	4.W.08	Gather information; take notes and categorize information and list 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.	I can recall information from experiences or gather information from print and digital sources about a topic. I can take notes (write down short pieces of important information) about a topic. I can sort the information from my notes into provided categories. I can prepare a list of sources used during my research.
4	4.W.09	Draw evidence texts to support analysis, reflection, and research	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can define textual evidence ("word for word" support). I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.
4	4.W.09a	Apply grade 4 Reading standards to literature	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	
4	4.W.09b	Apply grade 4 Reading standards to informational texts	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	
4	4.W.10	Write routinely for various discipline-specific tasks, purposes, and audiences	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.	I can write for long or short periods of time depending on my task. I can choose a writing structure to fit my task, purpose, and/or audience. I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/share an experience).
5	5.W	Writing	Writing	

5	5.W.01	Write opinion pieces, supporting a point of view with reasons and information	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can determine my opinion/point of view on a particular topic or text. I can create an organizational structure (chronology, compare/contrast, cause/effect, problem/solution) to logically introduce my topic and opinion. I can support my opinion with logically ordered facts and details and link my reasons with words, phrases and clauses.
5	5.W.01a	Introduce a topic, state opinion, and create structure to support the purpose	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	
5	5.W.01b	Provide logically ordered reasons supported by facts and details	Provide logically ordered reasons that are supported by facts and details.	
5	5.W.01c	Link opinion and reasons using words, phrases, and clauses	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
5	5.W.01d	Provide a concluding statement related to the opinion presented	Provide a concluding statement or section related to the opinion presented.	

5	5.W.02	Write informative/explanatory texts to examine a topic and convey ideas clearly	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience. I can define common formatting structures and determine the best structure that will allow me to organize my information best. I can introduce my topic by providing my general observation/focus and use formatting structures, illustrations, and multimedia to clarify (make clear) my topic. I can link my information (e.g., facts, definitions, details, quotations, examples) using words, phrases, and clauses. I can explain my topic using precise language and domain-specific vocabulary. I can present my information in a formal style with a concluding statement or section that relates to the information presented.
5	5.W.02a	Introduce a topic, provide general focus, and group information logically	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
5	5.W.02b	Develop the topic with facts, definitions, details, quotations, and examples	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
5	5.W.02c	Link ideas within and across categories using words, phrases, and clauses	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	

5	5.W.02d	Use precise language and domain-specific vocabulary about the topic	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
5	5.W.02e	Provide a concluding statement related to the information presented	Provide a concluding statement or section related to the information or explanation presented.	
5	5.W.03	Write narratives using effective technique, details, and clear sequences	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can define narrative and describe the basic parts of plat (expositions, rising action climax, falling action, and resolution). I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the starts the story in motion. I can sequence the events in my story so that one event logically leads to the next. I can use narrative techniques (e.g., dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations. I can use concrete words and phrases as well as sensory details (descriptive words and phrases that appeal to the senses) to help my reader understand the experiences and events (create mind pictures). I can signal changes in time and place by using transition words, phrases and clauses. I can write a logical conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).
5	5.W.03a	Establish a situation, introduce narrator and/or characters; organize naturally	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	

5	5.W.03b	Use narrative techniques, such as dialogue, description, and pacing	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
5	5.W.03c	Use a variety of transitional words, phrases, and clauses	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
5	5.W.03d	Use sensory details to convey experiences and events precisely	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
5	5.W.03e	Provide a conclusion that follows from the narrated experiences or events	Provide a conclusion that follows from the narrated experiences or events.	
5	5.W.04	Produce writing which is appropriate to task, purpose, and audience	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	I can identify the writing style (e.g., argument, informative/explanatory, narrative) that best fits my task purpose, and audience. I can use organization/formatting structures (graphic organizers) to develop my writing ideas. I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

5	5.W.05	Develop writing by planning, editing, rewriting, or trying a new approach	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. I can edit my writing by checking for errors in capitalizations, punctuation, grammar, spelling, etc. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.
5	5.W.06	Use technology to produce and publish writing and to collaborate with others	With some guidance and support from adults, 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.	I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me produce, edit, and publish my writing. I can choose credible websites on the internet that will help me compose, edit, and publish my writing. I can collaborate with peers, teachers, and others to produce and publish my writing. I can use proper keyboarding skills (type a minimum of tow pages in a single sitting) to compose and prepare my writing for publication
5	5.W.07	Conduct short research projects that use several sources to build knowledge	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	I can define research and explain how research is different from other types of writing. I can focus my research around a central questions that is provided or determine my own research worthy question (e.g., Why do birds migrate?) I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question. I can analyze the information found in my sources and determine if it provides enough support to answer my question.

5	5.W.08	Gather information; summarize in notes and finished work, and provide 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.	I can recall information from experiences or gather information from print and digital sources about a topic. I can summarize and/or paraphrase (put into my own words) information when taking notes and preparing my finished work. I can prepare a list of sources used in my research.
5	5.W.09	Draw evidence from texts to support analysis, reflection, and research	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can define textual evidence ("word for word: support). I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis reflection and/or research.
5	5.W.09a	Apply grade 5 Reading standards to literature	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	
5	5.W.09b	Apply grade 5 Reading standards to informational texts	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	
5	5.W.10	Write for a range of discipline-specific tasks, purposes, and audiences	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.	I can recognize the different writing tasks (e.g., journal, reflection, research) require varied time frames to complete. I can determine a writing format/style to fit my task, purpose and/or audience. I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/convey an experience).

Vocabulary
Opinion, topic
topic, information
first, next, last
topic, detail
digital tool, publish
research, topic
recall
opinion, reason, conclusion

topic, fact
event, narrative, closure
topic, detail
digital tools, publish
research, topic
recall, source
opinion, reason, link, connection, introduction, concluding statement/section

topic, fact, definition, concluding statement/section
narrative, event temporal word, closure
draft, revise, edit
digital tools, publish, collaborate
research, topic
recall
opinion, point of view, organizational structure, reason, link

linking word/phrase, concluding statement

narrative, plot, narrator, character, event, sequence, temporal word/phrase, conclusion

writing style, task, purpose, graphic organizer
prewriting strategy, formulate, draft, revise, edit
Program, publish, technology, collaborate, keyboarding
research, topic
print source, digital sources, notes, category
task, purpose, audience

opinion, point of view, organizational structure

formatting structure, multimedia, precise, domain-specific vocabulary.

narrative, narrator,
sequence, concrete
word, sensory detail,
transition, conclusion

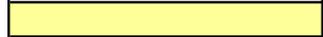| |
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| writing style, task, purpose, audience |
| Revision strategy, edit.. |
| publish, credible website |

research
print source, digital source, notes, category research
textual evidence, analysis, reflection, research
task, purpose, audience

opinion, point of view, organizational structure.

Formatting structure, observation, focus, multimedia, precise, domain-specific vocabulary.

narrative, narrator,
sequence, concrete
word, sensory detail,
transition, conclusion

writing style, task,
purpose, audience

Revision strategy, edit.
Publish, credible website
research, central question, source

summarize, paraphrase, source
analysis, reflection, research
writing format, writing style, task, purpose, audience