

Common Core Writing Standards



Correlation to the
Explorations in Nonfiction Writing
Series, Grades K–2

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must 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.
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.

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.

Kindergarten

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
Text Types and Purposes	
<p>1. 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., <i>My favorite book is ...</i>).</p>	<p>Respond: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: Response to <i>The Grouchy Ladybug</i>, by Eric Carle (5 sessions) ◆ Individual Project: Response to Another Book (5 sessions) <p>Respond: Power Writes</p> <ul style="list-style-type: none"> ◆ Response to a Poem ◆ Sticky Note Review ◆ Story Map ◆ Response to a Book ◆ Thank You Note ◆ Description ◆ Sketch to Stretch <p>Persuade: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: Letters Requesting a Class Pet (5 sessions) ◆ Individual Project: Letters Requesting _____ (5 sessions) <p>Persuade: Power Writes</p> <ul style="list-style-type: none"> ◆ Labeled Illustration ◆ Poster ◆ Sticky Note Book Review ◆ Yes/No Chart ◆ Notes ◆ Letter
<p>2. 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.</p>	<p>Inform: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: Report About Ladybugs (10 sessions) ◆ Individual Project: Report About Another Insect (10 sessions) <p>Inform: Power Writes</p> <ul style="list-style-type: none"> ◆ Sketch ◆ "From the Desk of" Notes ◆ Description With Onomatopoeia ◆ Label ◆ Observation Log ◆ Cross-Section Diagram ◆ Signs to label the Classroom ◆ Science Summary ◆ Bar Graph

Kindergarten

Common Core Writing Standards

Explorations in Nonfiction Writing

Text Types and Purposes, con't.

3. 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.

Narrative: Extended Writing Units

- ◆ Class Project: Personal Narrative of a Class Experience (5 sessions)
- ◆ Individual Project: Personal Narrative of a Personal Experience (5 sessions)
- ◆ Class Project: Nonfiction Narrative of a Teacher’s Day (5 sessions)
- ◆ Individual Project: Nonfiction Narrative of a Student’s Day (5 sessions)

Narrative: Power Writes

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| ◆ Personal Narrative of a Focused Moment | ◆ Illustrated Experience |
| ◆ Captions for a Wordless Book | ◆ Retelling |
| ◆ Factual Recount | ◆ Nonfiction Storyboard |

Instruct: Extended Writing Units

- ◆ Class Project: How to Find Your Way Around Our School (5 sessions)
- ◆ Individual Project: How to get to _____ (5 sessions)

Instruct: Power Writes

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|---------------------|-----------------------------------|
| ◆ Procedural Poster | ◆ Procedure with Transition Words |
| ◆ Procedure | ◆ Procedural Note |
| ◆ Storyboard | ◆ Labeled Diagram |

Production and Distribution of Writing

4. (Begins in grade 3)

Crafting Nonfiction is a companion teaching resource that supports the *Explorations in Nonfiction Writing* series. These ready-to-use minilessons provide:

- ◆ explicit techniques for teaching the complete research-to-presentation writing process
- ◆ strong models of the traits of good writing from ideas and organization to authentic voice
- ◆ effective strategies for using conventions to pace and clarify the message
- ◆ meaningful ways to integrate nonfiction writing across your curriculum.

Kindergarten

Common Core Writing Standards

Explorations in Nonfiction Writing

Production and Distribution of Writing, con't.

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

Organized around 5 major purposes for writing nonfiction—to *inform*, to *instruct*, to *narrate*, to *persuade*, and to *respond*—the lesson book supports your nonfiction writing instruction with Extended Writing Units and compact Power Writes. Extended Writing Units comprise 10 or more sequential lessons that guide students through the complete research-to-presentation writing process. This includes lessons that have students draft, revise, edit, and publish a piece of nonfiction text.

These extended writing units include:

- ◆ **Inform:** Report About an Insect
- ◆ **Instruct:** Create a “How Get To” Text
- ◆ **Narrative:** Personal Narrative of a Personal Experience
- ◆ **Narrative:** Nonfiction Narrative of a Student’s Day
- ◆ **Persuade:** Create a Permission Request Letter
- ◆ **Respond:** Response to a Book

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

Each section of the lesson book is supported by a series of Power Writes minilessons. These compact minilessons encourage students to analyze and try their hand at a wide variety of nonfiction texts from a range of genres and formats, such as signs, letters, labeled diagrams, reports, poetry, directions, and interviews. These texts can be found and developed on the Internet or using classroom resources.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Each section of the lesson book is supported by an Extended Writing Unit. Extended Writing Units are in-depth studies—two weeks to a month in length—that give children a chance to explore a particular type of nonfiction text more deeply. In the course of writing these texts students engage in scientific observations and explore a topic using multiple sources of information. Following a gradual release of responsibility framework, extended writing units first guide writers to discover a specific text structure and its features, then model the writing process through a collaborative class project, and finally turn the process over to students to publish their own individual projects.

Kindergarten

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
Research to Build and Present Knowledge, con't.	
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>An integral component in the <i>Explorations in Nonfiction Writing</i> series is the <i>Big Book of Mentor Texts</i>. The <i>Big Book of Mentor Texts</i> is an anthology of exemplar nonfiction texts in an expansive 14"–18" format that is ideal for group analysis and shared reading. Each mentor text supports one or more lessons.</p> <ul style="list-style-type: none"> ◆ The carefully crafted text and dynamic visuals build background knowledge and vocabulary on a range of cross-curricular topics. ◆ Enlarged print and beautiful visuals help young writers access high-quality linguistic features, text features, visuals, and nonfiction content. ◆ Together these mentor texts model how nonfiction articles can be used to inform, to instruct, to narrate, to persuade, and to respond.
9. (Begins in grade 4)	<p>The <i>Big Book of Mentor Texts</i> and the <i>Resources CD-ROM</i> offers a range of age-appropriate informational texts that support student analysis, reflection, and research.</p>
10. (Begins in grade 3)	<p>The two approaches to writing in this series have students 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.</p> <ul style="list-style-type: none"> ◆ Extended Writing Units are in-depth studies that comprise 10 or more sequential lessons that involve students in the complete research-to-presentation writing process. ◆ Power Writes are single 30- to 40-minute teaching sessions that encourage students to analyze and try their hand at a wide variety of nonfiction texts from across the curriculum.

Grade 1

Common Core Writing Standards

Explorations in Nonfiction Writing

Text Types and Purposes

1. 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.

Respond: Extended Writing Units

- ◆ Class Project: Response to “Penguin’s Promise” from the *Big Book of Mentor Texts* (5 sessions)
- ◆ Individual Project: Response to a Book (5 sessions)

Respond: Power Writes

- ◆ Response to a Poem
- ◆ Two-Word Strategy and Justification
- ◆ Information Equation
- ◆ Venn Diagram
- ◆ Response to a Prompt: “If I were the author...”
- ◆ Friendly Letter
- ◆ Sketch to Stretch

Persuade: Extended Writing Units

- ◆ Class Project: Book About Healthy Foods (5 sessions)
- ◆ Individual Project: Text About a Healthy Habit: _____ (5 sessions)

Persuade: Power Writes

- ◆ Sticky Note Book Review
- ◆ List Poem
- ◆ Advertisement
- ◆ Opinion Chart
- ◆ Persuasive Letter
- ◆ Labeled Diagram

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

Inform: Extended Writing Units

- ◆ Class Project: Report About Bears (10 sessions)
- ◆ Individual Project: Report About Another Animal (10 sessions)

Inform: Power Writes

- ◆ Signs to Label the Classroom
- ◆ “From the Desk of” Notes
- ◆ List
- ◆ Explanation
- ◆ Friendly Letter to Summarize
- ◆ Table
- ◆ Poems that Teach
- ◆ Labeled Diagrams
- ◆ Illustrated Table of Contents

Grade 1

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
<p>Text Types and Purposes, con't.</p> <p>3. 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.</p>	<p>Narrative: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: Personal Narrative of a Class Experience (5 sessions) ◆ Individual Project: Personal Narrative of an Episode in the Student’s Life (5 sessions) ◆ Class Project: Nonfiction Narrative of the Life Cycle of a Frog (5 sessions) ◆ Individual Project: Nonfiction Narrative of the Life Cycle of Another Animal (5 sessions) <p>Narrative: Power Writes</p> <ul style="list-style-type: none"> ◆ Focused Moment ◆ Narrating from Pictures ◆ Supporting an Oral Retell with Pictures and Words ◆ Personal Narrative with Onomatopoeia ◆ News Article ◆ Cross Section with Observational Narrative <p>Instruct: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: How to Care for Our Class Pet (5 sessions) ◆ Individual Project: How to _____ (5 sessions) <p>Instruct: Power Writes</p> <ul style="list-style-type: none"> ◆ Procedural Poster ◆ “From the Desk of” Note ◆ Math Process ◆ Visual Instruction ◆ Science Experiment ◆ Flow Chart

Production and Distribution of Writing

<p>4. (Begins in grade 3)</p>	<p><i>Crafting Nonfiction</i> is a companion teaching resource that supports the <i>Explorations in Nonfiction Writing</i> series. These ready-to-use minilessons provide:</p> <ul style="list-style-type: none"> ◆ explicit techniques for teaching the complete research-to-presentation writing process ◆ strong models of the traits of good writing from ideas and organization to authentic voice ◆ effective strategies for using conventions to pace and clarify the message ◆ meaningful ways to integrate nonfiction writing across your curriculum.
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Grade 1

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
Production and Distribution of Writing, con't.	
<p>5. 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.</p>	<p>Organized around 5 major purposes for writing nonfiction—to <i>inform</i>, to <i>instruct</i>, to <i>narrate</i>, to <i>persuade</i>, and to <i>respond</i>—the lesson book supports your nonfiction writing instruction with Extended Writing Units and compact Power Writes. Extended Writing Units comprise 10 or more sequential lessons that guide students through the complete research-to-presentation writing process. This includes lessons that have students draft, revise, edit, and publish a piece of nonfiction text.</p> <p>These Extended Writing Units include:</p> <ul style="list-style-type: none"> ◆ Inform: Report About an Animal ◆ Instruct: Create a “How To” Text ◆ Narrative: Personal Narrative of an Episode in the Student’s Life ◆ Narrative: Nonfiction Narrative of the Life Cycle of an Animal ◆ Persuade: Text About a Healthy Habit ◆ Respond: Response to a Book
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Each section of the lesson book is supported by a series of Power Writes minilessons. These compact minilessons encourage students to analyze and try their hand at a wide variety of nonfiction texts from a range of genres and formats, such as signs, letters, labeled diagrams, reports, poetry, directions, and interviews. These texts can be found and developed on the Internet or using classroom resources.</p>
<p>7. 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).</p>	<p>Each section of the lesson book is supported by an Extended Writing Units. Extended Writing Units are in-depth studies—two weeks to a month in length—that give children a chance to explore a particular type of nonfiction text more deeply. In the course of writing these texts students engage in scientific observations and explore a topic using multiple sources of information. Following a gradual release of responsibility framework, Extended Writing Units first guide writers to discover a specific text structure and its features, then model the writing process through a collaborative class project, and finally turn the process over to students to publish their own individual projects.</p>

Grade 1

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
Production and Distribution of Writing, con't.	
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>An integral component in the <i>Explorations in Nonfiction Writing</i> series is the <i>Big Book of Mentor Texts</i>. The <i>Big Book of Mentor Texts</i> is an anthology of exemplar nonfiction texts in an expansive 14"–18" format that is ideal for group analysis and shared reading. Each mentor text supports one or more lessons.</p> <ul style="list-style-type: none"> ◆ The carefully crafted text and dynamic visuals build background knowledge and vocabulary on a range of cross-curricular topics. ◆ Enlarged print and beautiful visuals help young writers access high-quality linguistic features, text features, visuals, and nonfiction content. ◆ Together these mentor texts model how nonfiction articles can be used to inform, to instruct, to narrate, to persuade, and to respond.
<p>9. (Begins in grade 4)</p>	<p>The <i>Big Book of Mentor Texts</i> and the <i>Resources CD-ROM</i> offers a range of age-appropriate informational texts that support student analysis, reflection, and research.</p>
<p>10. (Begins in grade 3)</p>	<p>The two approaches to writing in this series have students 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.</p> <ul style="list-style-type: none"> ◆ Extended Writing Units are in-depth studies that comprise 10 or more sequential lessons that involve students in the complete research-to-presentation writing process. ◆ Power Writes are single 30- to 40-minute teaching sessions that encourage students to analyze and try their hand at a wide variety of nonfiction texts from across the curriculum.

Grade 2

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
<p>Text Types and Purposes</p> <p>1. 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Respond: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: Poster Responses to <i>Black Whiteness: Admiral Byrd Alone in the Antarctic</i> by Robert Burleigh (6 sessions) ◆ Individual Project: Poster Response to a Book (5 sessions) <p>Respond: Power Writes</p> <ul style="list-style-type: none"> ◆ Response to a Poem ◆ Friendly Letter ◆ Fact-And-Response Grid ◆ Fact/Opinion Chart ◆ Information Equation ◆ Two-Word Strategy ◆ Sketch to Stretch <p>Persuade: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: Travel Brochures About Our City (6 sessions) ◆ Individual Project: Travel Brochure About _____ (5 sessions) <p>Persuade: Power Writes</p> <ul style="list-style-type: none"> ◆ Written Argument ◆ Book Review ◆ Persuasive E-mail ◆ Persuasive Flyer ◆ Friendly Letter ◆ Graphic Organizer
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Inform: Extended Writing Units</p> <ul style="list-style-type: none"> ◆ Class Project: Report About the Rain Forest (10 sessions) ◆ Individual Project: Report About Another Habitat (10 sessions) <p>Inform: Power Writes</p> <ul style="list-style-type: none"> ◆ Friendly Letter to Summarize ◆ Map ◆ Venn Diagram ◆ Note to Invite ◆ Reader’s Theater ◆ Class Newsletter ◆ E-mail to Summarize ◆ Biography ◆ Informational Poem

Grade 2

Common Core Writing Standards

Explorations in Nonfiction Writing

Text Types and Purposes, con't.

3. 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.

Narrative: Extended Writing Units

- ◆ Class Project: Personal Narrative of a Class Experience (5 sessions)
- ◆ Individual Project: Personal Narrative of a Personal Experience (6 sessions)
- ◆ Class Project: Biography of Amelia Earhart (5 sessions)
- ◆ Individual Project: Biography of a Real-Life Hero (5 sessions)

Narrative: Power Writes

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| ◆ Personal Narrative | ◆ Retell from a Different Point of View |
| ◆ Nonfiction Narrative | ◆ Eyewitness Account |
| ◆ Factual Recount | ◆ Timeline |

Instruct: Extended Writing Units

- ◆ Class Project: How to Draw a Crab (5 sessions)
- ◆ Individual Project: How to _____ (5 sessions)

Instruct: Power Writes

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| ◆ Procedural Letter | ◆ How-To List | ◆ Art Project Directions |
| ◆ Recipe | ◆ Cross-Section Diagram | ◆ Column Graph |

Production and Distribution of Writing

4. (Begins in grade 3)

Crafting Nonfiction is a companion teaching resource that supports the *Explorations in Nonfiction Writing* series. These ready-to-use minilessons provide:

- ◆ explicit techniques for teaching the complete research-to-presentation writing process
- ◆ strong models of the traits of good writing from ideas and organization to authentic voice
- ◆ effective strategies for using conventions to pace and clarify the message
- ◆ meaningful ways to integrate nonfiction writing across your curriculum.

Grade 2

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
Production and Distribution of Writing, con't.	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Organized around 5 major purposes for writing nonfiction—to <i>inform</i>, to <i>instruct</i>, to <i>narrate</i>, to <i>persuade</i>, and to <i>respond</i>—the lesson book supports your nonfiction writing instruction with Extended Writing Units and compact Power Writes. Extended Writing Units comprise 10 or more sequential lessons that guide students through the complete research-to-presentation writing process. This includes lessons that have students draft, revise, edit, and publish a piece of nonfiction text.</p> <p>These Extended Writing Units include:</p> <ul style="list-style-type: none"> ◆ Inform: Report About a Habitat ◆ Instruct: Create a “How To” Text ◆ Narrative: Personal Narrative of a Personal Experience ◆ Narrative: Biography of a Real-Life Hero ◆ Persuade: Create a Travel Brochure ◆ Respond: Poster Response to a Book
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Each section of the lesson book is supported by a series of Power Writes minilessons. These compact minilessons encourage students to analyze and try their hand at a wide variety of nonfiction texts from a range of genres and formats, such as signs, letters, labeled diagrams, reports, poetry, directions, and interviews. These include opportunities to work with Internet tools.</p> <ul style="list-style-type: none"> ◆ Inform: E-mail to Summarize ◆ Persuade: Persuasive E-mail
<p>7. 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).</p>	<p>Each section of the lesson book is supported by an Extended Writing Units. Extended Writing Units are in-depth studies—two weeks to a month in length—that give children a chance to explore a particular type of nonfiction text more deeply. In the course of writing these texts students engage in scientific observations and explore a topic using multiple sources of information. Following a gradual release of responsibility framework, Extended Writing Units first guide writers to discover a specific text structure and its features, then model the writing process through a collaborative class project, and finally turn the process over to students to publish their own individual projects.</p>

Grade 2

Common Core Writing Standards	<i>Explorations in Nonfiction Writing</i>
Production and Distribution of Writing, con't.	
<p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>An integral component in the <i>Explorations in Nonfiction Writing</i> series is the <i>Big Book of Mentor Texts</i>. The <i>Big Book of Mentor Texts</i> is an anthology of exemplar nonfiction texts in an expansive 14"–18" format that is ideal for group analysis and shared reading. Each mentor text supports one or more lessons.</p> <ul style="list-style-type: none"> ◆ The carefully crafted text and dynamic visuals build background knowledge and vocabulary on a range of cross-curricular topics. ◆ Enlarged print and beautiful visuals help young writers access high-quality linguistic features, text features, visuals, and nonfiction content. ◆ Together these mentor texts model how nonfiction articles can be used to inform, to instruct, to narrate, to persuade, and to respond.
<p>9. (Begins in grade 4)</p>	<p>The <i>Big Book of Mentor Texts</i> and the <i>Resources CD-ROM</i> offers a range of age-appropriate informational texts that support student analysis, reflection, and research.</p>
<p>10. (Begins in grade 3)</p>	<p>The two approaches to writing in this series have students 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.</p> <ul style="list-style-type: none"> ◆ Extended Writing Units are in-depth studies that comprise 10 or more sequential lessons that involve students in the complete research-to-presentation writing process. ◆ Power Writes are single 30- to 40-minute teaching sessions that encourage students to analyze and try their hand at a wide variety of nonfiction texts from across the curriculum.