

# Writing Standards Progression Grades K-2



This resource shows how each Writing standard progresses through grades K-2.

When teaching each standard and assessing students for proficiency it is important to understand specifically what is expected of students at each grade level.

When students begin a new school year, a teacher can use the progression of standards to assess students' knowledge from their previous grade.

If a student is not performing at grade level, a teacher can provide intervention using the progression of standards to see the expectation for the grade below.

If a student is proficient and is in need of rigor, a teacher can provide extension by using the progression of standards to see the expectation for the grade above.

Each set of pages for a standard include the following:

The Anchor Standard: The overarching standard for all grade levels.

The Common Core Standard for each grade level K-2: The standard for each grade level with key words underlined and in bold.

Grade Level Responses: Examples of a student response.

**\*\*Please note that student examples are for the END OF YEAR expectation.**

All examples are from real students from real prompts. The student work that appears was scored using a rubric and was determined to be AT GRADE LEVEL based on the standards.

# Writing Standards – W.I Opinion

## Anchor Standard

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

## Goal by Grade 5



## Kindergarten



## Grade 1



## Grade 2

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Use a combination of <u>drawing</u> , <u>dictating</u> , and <u>writing</u> to compose opinion pieces	<u>Write</u> opinion pieces.	<u>Write</u> opinion pieces.
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.		<u>Tell a reader the topic</u> or the <u>name of the book</u> they are writing about. <u>State an opinion or preference</u> about the topic or book	<u>Introduce the topic</u> or <u>name the book</u> they are writing about and <u>state an opinion</u> .	<u>Introduce the topic</u> or <u>book</u> they are writing about, <u>state an opinion</u> .
Provide logically ordered reasons that are supported by facts and details.			<u>Supply a reason</u> for the opinion.	<u>Supply reasons</u> that support the opinion,
Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> )				<u>Use linking words</u> (e.g., <i>because, and, also</i> ) to connect opinion and reasons.
Provide a concluding statement or section related to the opinion presented.			Provide some sense of <u>closure</u> .	Provide a <u>concluding statement</u> or section

# W.I Grade Level Responses

## Grade K

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...*).

Prompt

TEACHER: "After listening to the passage, "The Best Pet" and discussing it with a partner, draw a picture of the pet you would like best. Write a sentence or two about why you think a dog or cat would be best."



DOG IS THE BEST BECS  
THEY BARK.

Dog is the best because they bark

# W.1 Grade Level Responses

## Grade 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.

Prompt

TEACHER: "After listening to the passage "The Best Pet" decide which pet is best for YOU, a cat or a dog. Pick a cat or a dog and explain WHY it would be the best pet for you. Write as much as you can. Please remember:

- Be clear about your choice of a dog or cat.
- Give reasons and explanations.
- Include a sentence that ends your thoughts, a conclusion."

Spelling and punctuation have been corrected for readability of content. Spelling, grammar, and punctuation would be evaluated based on the 1<sup>st</sup> grade rubric.

### Dogs

I used to have a dog so I think dogs are best. A dog is best because its cute and likes to play. Dogs are snuggly and lick me. Dogs like to chew on bones. I like dogs for these three reasons.

# W.1 Grade Level Responses

## Grade 2

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.

Prompt: From *One Word From Sophia*.

TEACHER: "In this story, Sophia has one true desire for her birthday. She wants a pet giraffe! She shares this desire with each of her family members to persuade her family why she should receive a pet giraffe as a birthday gift. This giraffe was her one true desire! What is your one true desire? Write about one thing that you would like more than anything, and explain why you should receive that thing. Provide details to help the reader understand why you should get your one true desire. Make sure that your writing has an introduction, a body, and a conclusion."

Spelling and punctuation have been corrected for readability of content. Spelling, grammar, and punctuation would be evaluated based on the 1<sup>st</sup> grade rubric.

My one true desire is to have a pet horse. First, I want a horse because I can ride it places without having to use a car. Next, horses are nice animals. They are easy to train and will not hurt people. Also, I know how to feed a horse and will clean up the droppings. Finally, I have been good and I always do my chores so I think I should have a horse. I desire to have a horse and I promise to take good care of it.

# Writing Standards – W.2 Informative/Explanatory

Anchor Standard	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Goal by Grade 5	Kindergarten	Grade 1	Grade 2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	Write informative/explanatory texts.	Write informative/explanatory texts.
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.	Name what they are writing about.	Name a topic	Introduce a topic.
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	supply some information about the topic.	Supply some facts about the topic.	Use facts and definitions to develop points.
Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).			
Use precise language and domain-specific vocabulary to inform about or explain the topic.			
Provide a concluding statement or section related to the information or explanation presented.		Provide some sense of closure.	Provide a concluding statement or section.

# W.2 Grade Level Responses

Kinder

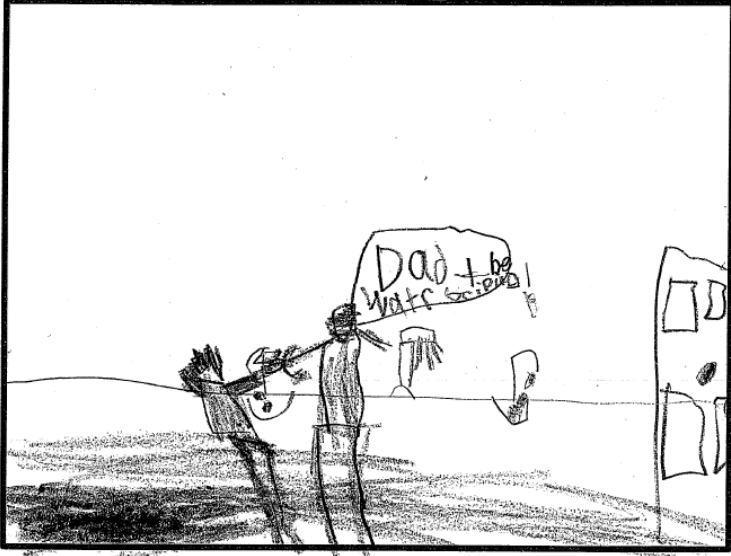
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Prompt: Students watch a video about conserving water and listen to a reader's theater about conserving water.

TEACHER: "Now that we have learned new information about how to conserve water, answer the following question, "How can you conserve water?" Write what you can do to conserve water using information from the video and story and draw a picture."

3-3-3 Name *Darius*

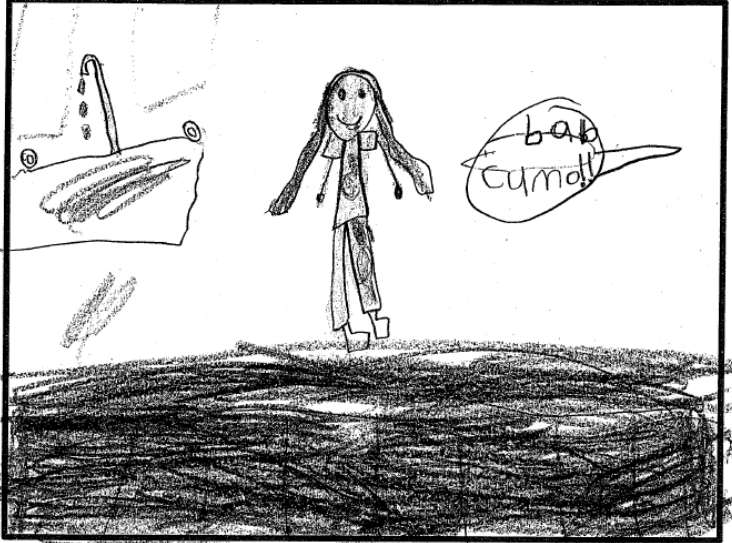
## How I Can Save Water



I can turn off the water when I am brushing my teeth. I can tell my dad when the water is dripping.

3-2-3 Name *Peyton*

## How I Can Save Water



I can turn off the water. I can take a shower instead. I can tell my dad when the water is leaking.

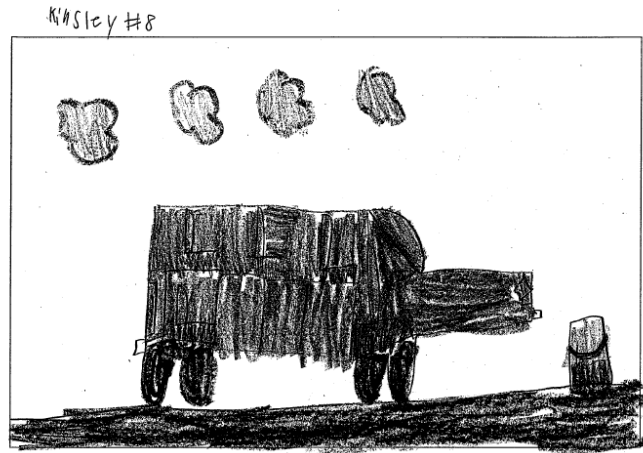
# W.2 Grade Level Responses

## Grade 1

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

Prompt: Students watch a video about conserving water and listen to a reader's theater about conserving water.

TEACHER: Now you are going to use the information you learned to write what you can do to save water. Be sure to give good examples and detail. Write as much as you can.



How can you or I save water.  
I can use a broom insted of  
a hose to wash the drive way.  
Do not shower to long and  
do not fill the bath to hix.  
Do not drink to much water

A good informative piece includes

- A clearly answered question.
- More than one example.
- A concluding sentence
- Proper capitalization, punctuation, spelling

when you do not need it. Do not  
use a hose to wash your car  
use a bucket. I love saveing  
water!



# W.2 Grade Level Responses

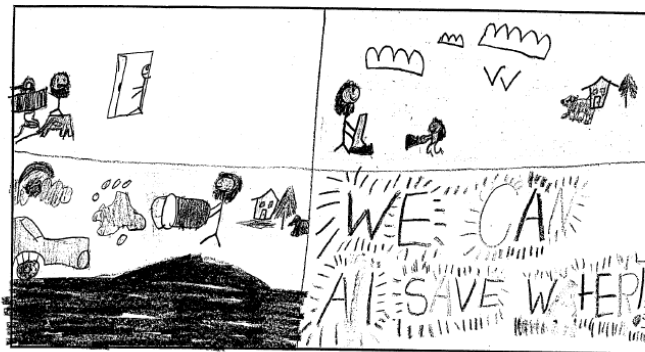
## Grade 2

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

Prompt: Students watch a video about conserving water and listen to a reader's theater about conserving water.  
TEACHER: Now you are going to use the information you learned to write what you can do to save water. Be sure to give good examples and detail. Write as much as you can.

Name Stella

Date May 3, 2023



There are lots of ways to save water.  
One way to save water is to wash your car with a bucket insted of a hose.  
Another way to save water is to turn off the water when you arent using it. You could use another way to! You can sweep up dust insted of using the hose to clean

A good informative piece...

- Introduces the topic
- A clearly answered question.
- Gives lots of examples and details.
- Wraps up with a concluding sentence
- Proper capitalization, punctuation, spelling

The sidewalk. Take a short shower insted of a long one. Plug the bath insted of waiting for the water to get warm. Use those ways to save water!

# Writing Standards – W.3

## Anchor Standard

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

### Goal by Grade 5



### Kindergarten



### Grade 1



### Grade 2

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	Write narratives in which they recount two or more appropriately sequenced events.	Write narratives in which they recount a well-elaborated event or short sequence of events.
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		tell about the events in the order in which they occurred and provide a reaction to what happened.	Include some details regarding what happened.	include details to describe actions, thoughts, and feelings
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.				
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			Use temporal words to signal event order	Use temporal words to signal event order.
Use concrete words and phrases and sensory details to convey experiences and events precisely.				
Provide a conclusion that follows from the narrated experiences or events.			Provide some sense of closure.	Provide a sense of closure.

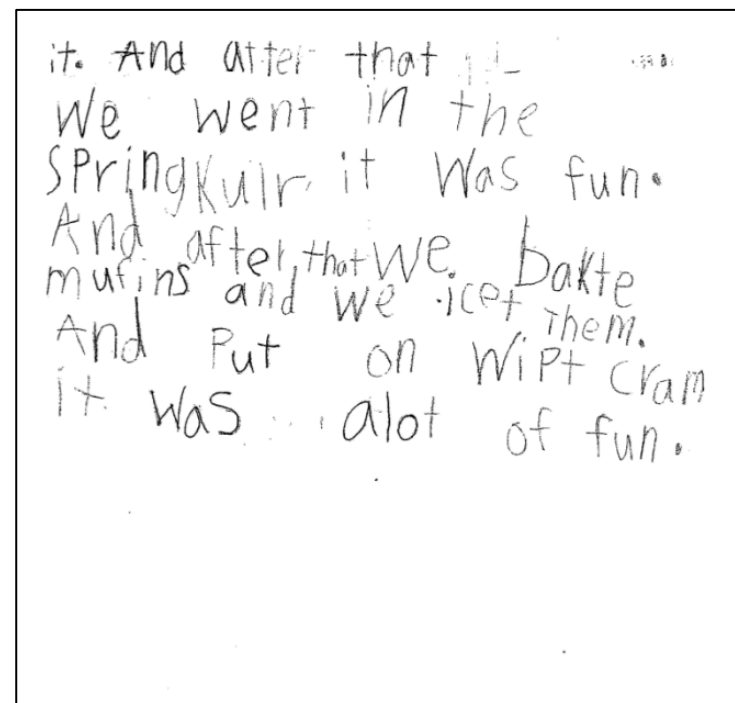
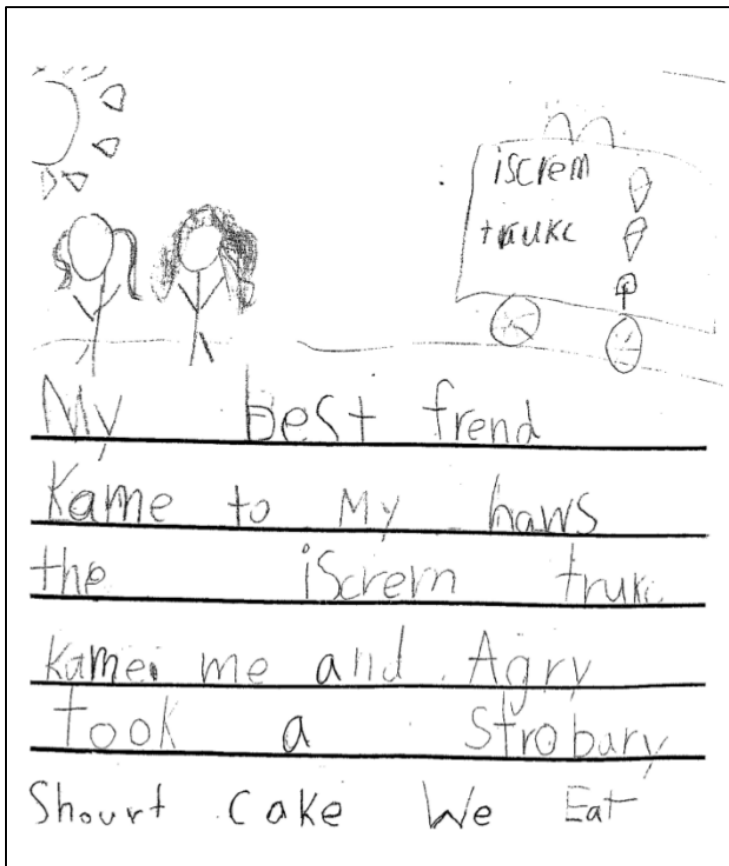
# W.3 Grade Level Responses

Kinder

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.

Prompt

TEACHER: Write about a time you had a lot of fun with a friend.



# W.3 Grade Level Responses

## Grade 1

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.

Prompt: Write about a time when you solved a problem.

Spelling and punctuation have been corrected for readability of content. Spelling, grammar, and punctuation would be evaluated based on the 1<sup>st</sup> grade rubric.

### The Car Problem

One day me, my dad and one of my dad's friends went to the store. When we came back we noticed that the key was locked in the car. "Oh, no!" said my dad. So, we went back to the store to try to find something to get the door open. Then, when we were trying to find something to get the door open, we found something. "Yeah!" said my daddy. Then, we went back to the car and we got the door open! Then we went home. So, when you get out, make sure the key isn't in the car

## Grade 2

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.

Prompt: Write a story for the picture prompt.

Spelling and punctuation have been corrected for readability of content. Spelling, grammar, and punctuation would be evaluated based on the 2<sup>nd</sup> grade rubric.

### Airplane Trouble

Once upon a time there was a man named Bob. He was 88. And his pet parrot named Billy. He was 4 years old. They lived in New York. One day Bob and Billy were going to VA.

He was packing his bags to go on the Airplane. And then he remembered his flight left at 8:00. And it was 7:50. So he got his stuff in the car and drove there. When they got there the plane left. "We missed out flight" said Bob. Bob was mad. They went in to the Airport to see if there was a different plane. There wasn't any author plane. "Why don't we drive a car" said Bob. "Ok" said Billy.

So they went to the car and drove.





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