First Author™ Writing Curriculum

Core Content Connectors

Developed by the National Center and State Collaborative

DON JOHNSTON

CCC: Habits and Dispositions

E.HD.a	**Recognizing that reading should "make sense" and that writing "carries a message"**	
	K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"	◉
	K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.	●
	K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.	●
E.HD.b	**Enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)**	
	K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.	
	K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	●
E.HD.c	**Engaging in shared and independent /self-initiated reading and writing activities**	
	K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	●
	K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.	●
	K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.	●
	K.HD.c4 Draw, dictate, and/or write about an event or linked events.	●
E.HD.d	**Discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others**	
	K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.	●
	K.HD.d2 With prompting and support, retell a favorite story, including key details.	◉
	K.HD.d3 Discuss key details and main topic of a preferred text.	◉
	K.HD.d4 Share information from a selected permanent product or a favorite text.	●
E.HD.e	**Practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)**	
	K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●
	K.HD.e2 With prompting and support, identify illustrations to aid comprehension.	●

● Aligned to standard
◉ Partially meets standard and/or can be addressed via additional teacher input

KINDERGARTEN

CCC: Habits and Dispositions

E.HD.g	Using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked	
	K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	●
	K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.	●

CCC: Informational Writing

E.WI.a	Generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)	
	K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing.	●
	K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.	●
E.WI.b	Describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written	
	K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.	●
	K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.	●
E.WI.c	Representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation	
	K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).	●
E.WI.d	With support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic	
	K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).	●
	K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.	●
	K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.	●
	K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	●
E.WI.g	Presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (e.g., listing fact statements rather than connecting or relating ideas)	
	K.WI.g1 Present orally or in writing, factual information of familiar people, places, things, and/or events.	●
E.WI.h	Organizing factual information about subtopics of larger topics using relevant details in *several related sentences*	
	K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.	●

First Author Writing Curriculum: Core Content Connectors

KINDERGARTEN

CCC: Informational Writing

E.WI.i	With support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics	
	K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.	●

CCC: Literary Writing

E.WLa	Generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)	
	K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).	●
	K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.	●
	K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.	●
E.WLb	Conveying meaning with illustrations/dictation to describe event, personal/imagined experience	
	K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.	●
E.WLc	Telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written	
	K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.	●
E.WL.d	Logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation	
	K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.	●
E.WL.g	With support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics	
	K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).	●

CCC: Persuasive Writing

E.WP.a	Generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)	
	K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.	●
	K.WP.a2 Draw, dictate, or write an idea about a topic.	●
	K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.	●
E.WP.b	With prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs…; That character was funny because…) and 'reading back' what they have written	
	K.WP.b1 State an opinion or preference about the topic.	●

KINDERGARTEN

CCC: Persuasive Writing

E.WP.e	Locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation	
	K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.	●
E.WP.f	Selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in *somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because…)	
	K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.	●
E.WP.h	With support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics	
	K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	●

CCC: Writing Across All Types

K.WA.1	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	●
K.WA.2	Use drawings or visual displays to add detail to written products or oral discussions.	●
K.WA.3	Print many upper- and lowercase letters.	◉
K.WA.4	Use high frequency nouns in dictating or writing.	●
K.WA.5	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	●
K.WA.6	Complete sentences in a shared language activity.	●
K.WA.7	Capitalize the first word in a sentence and the pronoun I.	●
K.WA.8	Write a letter or letters for consonant and short-vowel sounds (phonemes).	●
K.WA.9	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●

GRADE 1

CCC: Habits and Dispositions

E.HD.a	Recognizing that reading should "make sense" and that writing "carries a message"	
	1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	●
	1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Habits and Dispositions

E.HD.b	Enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)	
	1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.	
	1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	●
E.HD.c	Engaging in shared and independent /self-initiated reading and writing activities	
	1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.	●
	1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.	●
	1.HD.c3 Draw, dictate, and/or write about an event or linked events.	●
	1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	●
	1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	●
	1.HD.c6 Participate in shared research or writing projects.	●
E.HD.d	Discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others	
	1.HD.d1 Engage in small or large group discussions by sharing one's own writing.	●
	1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.	●
	1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.	●
	1.HD.d4 Retell a favorite text, including key details.	◉
	1.HD.d5 Discuss key details and main topic of a preferred text.	◉
E.HD.e	Practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)	
	1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)	●
	1.HD.e2 Identify text features to aid comprehension.	◉
	1.HD.e3 Use text features to aid comprehension.	◉

First Author Writing Curriculum: Core Content Connectors

CCC: Habits and Dispositions

E.HD.g	**Using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked**	
	1.HD.g1 Read books to examine how certain genres are written.	◉
	1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	●
	1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.	●
	1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.	●

CCC: Informational Writing

E.WI.a	**Generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, etc.)**	
	1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing.	●
	1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question.	●
E.WI.b	**Describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written**	
	1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.	●
E.WI.c	**Representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation**	
	1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.	●
E.WI.d	**With support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic**	
	1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).	●
	1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.	●
	1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.	●
	1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).	●
E.WI.g	**Presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (e.g., listing fact statements rather than connecting or relating ideas)**	
	1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.	●
E.WI.h	**Organizing factual information about subtopics of larger topics using relevant details in *several related sentences***	
	1.WI.h1 Provide a concluding statement or section to a permanent product.	●

CCC: Informational Writing

E.WI.i	With support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics	
	1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.	●

CCC: Literary Writing

E.WLa	Generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)	
	1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.	●
	1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing.	●
	1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.	●
E.WLb	Conveying meaning with illustrations/dictation to describe event, personal/imagined experience	
	1.WL.b1 Describe people, places, things, and/or events with relevant details.	●
E.WL.c	Telling a story/event using drawings with details, written words (e.g., nouns, names), and simple sentences; 'reading back' what they have written	
	1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.	●
E.WLd	Logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation	
	1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).	●
	1.WL.d2 Write a narrative that includes a sense of closure.	●
E.WLf	Organizing texts with title and focus (e.g., introduce who, what, why) and connecting problem-solution	
	1.WL.f1 Provide a title for writing that tells the central idea or focus.	◉
E.WL.g	With support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics	
	1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	●

CCC: Persuasive Writing

E.WP.a	Generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)	
	1.WP.a1 Draw, dictate, or write an idea or opinion about a topic.	●
	1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.	●
	1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Persuasive Writing

E.WP.b	With prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs…; That character was funny because…) and 'reading back' what they have written	
	1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.	●
E.WP.e	Locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation	
	1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.	●
E.WP.f	Selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in *somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because…)	
	1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.	●
E.WP.g	Developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny…) in several related sentences with reasons and relevant details/supporting evidence for an authentic audience	
	1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.	●
	1.WP.g2 Write an opinion piece that includes a sense of closure.	◉
E.WP.h	With support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics	
	1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	●

CCC: Writing Across All Types

1.WA.1	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.	●
1.WA.2	Use drawings or visual displays to add detail to written products or oral discussions.	●
1.WA.3	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	●
1.WA.4	Print upper- and lowercase letters.	◉
1.WA.5	Use frequently occurring nouns in dictating or writing.	●
1.WA.6	Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*) within writing.	●
1.WA.7	Use frequently occurring adjectives in dictating or writing.	●
1.WA.8	Use singular and plural nouns with matching verbs in basic sentences.	◉
1.WA.9	Use verbs to convey a sense of past, present, or future in writing.	◉
1.WA.10	Use frequently occurring prepositions (e.g., *on*, *in*) in dictating or writing.	◉

GRADE 1

CCC: Writing Across All Types

1.WA.11	Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*) in writing.	●
1.WA.12	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	◉
1.WA.13	Write a letter or letters for consonant and short-vowel sounds (phonemes).	●
1.WA.14	Use capitalization of first word in sentence, pronoun "I", dates, and names of people.	●
1.WA.15	Use end punctuation for sentences.	●
1.WA.16	Use conventional spelling for words with common spelling patterns	●
1.WA.17	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	●

GRADE 2

CCC: Habits and Dispositions

E.HD.a	**Recognizing that reading should "make sense" and that writing "carries a message"**	
	2.HD.a1 Ask for clarification and further explanation about topics and texts under discussion.	●
	2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	●
E.HD.b	**Enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)**	
	2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.	
	2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	●
E.HD.c	**Engaging in shared and independent /self-initiated reading and writing activities**	
	2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).	●
	2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.	●
	2.HD.c3 Participate in shared research or writing projects.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Habits and Dispositions

E.HD.d	Discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others	
	2.HD.d1 Retell a favorite text, including key details.	◉
	2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.	●
	2.HD.d3 Engage in small or large group discussions by sharing one's own writing.	●
	2.HD.d4 Discuss key details and main topic of a preferred text.	◉
E.HD.e	Practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)	
	2.HD.e1 Identify text features to aid comprehension.	◉
	2.HD.e2 Use text features to aid comprehension.	◉
	2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
E.HD.f	Explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked	
	2.HD.f1 Explain what information or strategy was used to help comprehend text.	◉
	2.HD.f2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.	
E.HD.g	Using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked	
	2.HD.g1 Read books to examine how to write certain genres.	◉
	2.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	●
	2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.	●
	1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.	●
	2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product.	●

CCC: Informational Writing

E.WI.a	Generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, etc.)	
	2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details.	●
	2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?").	●

First Author Writing Curriculum: Core Content Connectors

CCC: Informational Writing

E.WI.b	Describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written	
	2.WI.b1 Write statements that name a topic and supply some facts about the topic.	●
E.WI.c	Representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation	
	2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.	●
E.WI.d	With support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic	
	2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.	●
	2.WI.d2 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).	●
	2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.	◉
E.WI.g	Presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (e.g., listing fact statements rather than connecting or relating ideas)	
	2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.	◉
E.WI.h	Organizing factual information about subtopics of larger topics using relevant details in *several related sentences*	
	2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.	●
	2.WI.h2 Provide a concluding statement or section to a permanent product.	●
E.WI.i	With support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics	
	2.WI.i1 With guidance and support, use feedback to strengthen writing.	●

CCC: Literary Writing

E.WL.a	Generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)	
	2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.	●
	2.WL.a2 Recall information from experiences to answer a question.	●
	2.WL.a3 Describe ideas about familiar people, places, things, and/or events.	●
E.WLb	Conveying meaning with illustrations/dictation to describe event, personal/imagined experience	
	2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details.	●

CCC: Literary Writing

E.WLc	Telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written	
	2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.	●
E.WLd	Logically sequencing events (e.g., beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation	
	2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).	●
	2.WL.d2 Write a narrative that includes a sense of closure.	●
E.WLf	Organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution	
	2.WL.f1 Provide a title for writing that tells the central idea or focus.	◉
	2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.	●
E.WL.g	With support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics	
	2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	●

CCC: Persuasive Writing

E.WP.a	Generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)	
	2.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text.	●
	2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing.	●
	2.WP.a3 Recall information from experiences to answer a question.	●
E.WP.b	With prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs…; That character was funny because…) and 'reading back' what they have written	
	2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.	●
	2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.	●
E.WP.d	With support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)	
	2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.	◉
	2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.	◉

First Author Writing Curriculum: Core Content Connectors

CCC: Persuasive Writing

E.WP.e	Locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation	
	2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.	●
E.WP.f	Selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in *somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because…)	
	2.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest, include at least one reason that supports the opinion.	●
E.WP.g	Developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny…) in several related sentences with reasons and relevant details/supporting evidence for an authentic audience	
	2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.	◉
E.WP.h	With support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics	
	2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	●

CCC: Writing Across All Types

2.WA.1	Use end punctuation for sentences.	●
2.WA.2	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaboration with peers.	●
2.WA.3	Use drawings or other visual displays to clarify ideas, thoughts, and feelings.	●
2.WA.4	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	●
2.WA.5	Use collective and irregular plural nouns within writing.	◉
2.WA.6	Use past tense irregular verbs within writing.	◉
2.WA.7	Use adjectives and adverbs within writing.	◉
2.WA.8	Use reflexive pronouns (e.g., *myself*, *ourselves*) within writing.	◉
2.WA.9	Produce and expand upon simple or compound sentences.	●
2.WA.10	Write a letter or letters for consonant and short-vowel sounds (phonemes).	●
2.WA.11	Use end punctuation for sentences.	●
2.WA.12	Use conventional spelling for words with common spelling patterns.	●
2.WA.13	Capitalize dates, names of people, holidays, product names, and geographic names.	●
2.WA.14	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	●

First Author Writing Curriculum: Core Content Connectors

CCC: Habits and Dispositions

E.HD.h	Self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)	
	3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.	
	3.HD.h2 Compare two or more texts on the same topic or by the same author.	
E.HD.i	Contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)	
	3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.	●
	3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.	●
	3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.	●
	3.HD.i4 Express ideas and understanding in light of collaborative discussions.	●
E.HD.j	Use self-monitoring talk ("I think…", "This reminds me of…", "This was about…") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension	
	3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
E.HD.k	Deepening exposure to favorite authors/topics/genres and explaining/supporting preferences	
	3.HD.k1 Explain preferences for favorite authors, topics, and/or genres.	◉
E.HD.l	Self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)	
	3.HD.l1 Explain what information or strategy was used to help comprehend text.	◉
	3.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.	
	3.HD.l3 Describe process used to develop writing.	●
E.HD.m	Setting reading/writing goals based on feedback and taking steps to meet goals	
	3.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.	◉

CCC: Informational Writing

E.WI.k	Locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources	
	3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●
	3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).	◉
	3.WI.k3 Locate important points on a single topic from two informational texts or sources.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Informational Writing

E.WI.l	Using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts	
	3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
	3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.	●
	3.WI.l3 Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	●
	3.WI.l4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.	●
	3.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
	3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	◉
E.WI.m	Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")	
	3.WI.m1 Introduce a topic and grouping related information together.	●
E.WI.n	Selecting *relevant* facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary	
	3.WI.n1 Identify key details in an informational text.	●
E.WI.o	Presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types	
	3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.	●
E.WI.p	Incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing	
	3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	●
E.WI.q	Writing a conclusion or concluding statement that links back to the focus	
	3.WI.q1 Provide a concluding statement or section to summarize the information presented.	●
E.WI.r	With support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types	
	3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	●
E.WI.s	Revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components	
	3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	●
	3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Literary Writing

E.WL.h	Generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)	
	3.WL.h1 Recall information from experiences for use in writing.	●
	3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).	●

E.WL.i	Using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)	
	3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	●
	3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	◉
	3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	●

E.WL.j	Writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)	
	3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.	●
	3.WL.j2 Sequence events in writing that unfold naturally.	●

E.WL.k	Taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description	
	3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.	◉

E.WL.l	Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions	
	3.WL.l1 Use temporal words and phrases to signal event order.	●

E.WL.m	Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned	
	3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	●

E.WL.n	With support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types	
	3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.	●

E.WL.o	Revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity	
	3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	●
	3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).	●

CCC: Persuasive Writing

E.WP.i	Generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)	
	3.WP.i1 Recall relevant information from experiences for use in writing.	●
E.WP.j	Developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)	
	3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
	3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.	●
	3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.	●
	3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.	●
	3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).	◉
E.WP.k	Writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text	
	3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.	●
E.HD.l	Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary	
	3.WP.l1 Provide reasons or facts that support a stated opinion.	●
E.WP.m	Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)	
	3.WP.m1 Use linking words and phrases that connect the opinions and reasons.	●
	3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.	●
E.WP.n	Writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons	
	3.WP.n1 Provide a concluding statement or section.	◉
E.WP.o	With support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types	
	3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.	●
E.WP.p	Revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback	
	3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.	●
	3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).	●

First Author Writing Curriculum: Core Content Connectors

GRADE 3

CCC: Writing Across All Types

3.WA1	Develop keyboarding skills.	
3.WA.2	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	●
3.WA.3	Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.	●
3.WA.4	Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.	●
3.WA.5	Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.	◉
3.WA.6	Use simple and compound sentences in informative/explanatory writing.	●
3.WA.7	Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.	●
3.WA.8	Use correct subject-verb and pronoun-antecedent agreement within writing.	◉
3.WA.9	Capitalize words in holidays, product names, geographic names, and appropriate words in a title.	●
3.WA.10	Use quotation marks within writing.	◉
3.WA.11	Use conventional spelling (e.g., *sitting*, *smiled*, *cries*) and spelling patterns (e.g., *word families*, *syllable patterns*, *ending rules*) in writing words.	◉
3.WA.12	Use commas accurately in addresses or dialogue within writing.	◉
3.WA.13	Choose words and phrases for appropriate effect (e.g. to inform) within writing.	●
3.WA.14	Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	●

GRADE 4

CCC: Habits and Dispositions

E.HD.h	**Self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)**	
	4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.	◉
	4.HD.h2 Report out about two or more texts on the same self-selected topic.	◉
E.HD.i	**Contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)**	
	4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.	●
	4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.	●
	4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.	●
	4.HD.i4 Review the key ideas expressed within a collaborative discussion.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Habits and Dispositions

E.HD.j	Use self-monitoring talk ("I think…", "This reminds me of…", "This was about…") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension	
	4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
E.HD.k	Deepening exposure to favorite authors/topics/genres and explaining/supporting preferences	
	4.HD.k1 Explain preferences for favorite authors, topics, and/or genres.	●
E.HD.l	Self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)	
	4.HD.l1 Explain what information or strategy was used to help comprehend text.	◉
	4.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.	
	4.HD.l3 Describe process used to develop writing.	●
E.HD.m	Setting reading/writing goals based on feedback and taking steps to meet goals	
	4.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.	◉

CCC: Informational Writing

E.WI.k	Locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources	
	4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
	4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.	◉
E.WI.l	Using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts	
	4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
	4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	●
	4.WI.l3 Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).	●
	4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.	●
	4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
	4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	◉

CCC: Informational Writing

E.WI.m	Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/ subtopics (e.g., "Many sports can be played outside in winter.")	
	4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.	◉
E.WI.n	Selecting *relevant* facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary	
	4.WI.n1 Identify key details from an informational text.	●
	4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
E.WI.o	Presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types	
	4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.	●
E.WI.p	Incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing	
	4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.	◉
E.WI.q	Writing a conclusion or concluding statement that links back to the focus	
	4.WI.q1 Provide a concluding statement or section to support the information presented.	◉
E.WI.r	With support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/ rules), end punctuation and capitalization, variety of sentence types	
	4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	●
E.WI.s	Revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components	
	4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.	●
	4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience.	●

CCC: Literary Writing

E.WL.h	Generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)	
	4.WL.h1 Recall relevant information from experiences for use in writing.	●
	4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on an literary topic (e.g., select a topic, draft outline, develop narrative).	◉

First Author Writing Curriculum: Core Content Connectors

CCC: Literary Writing

E.WL.i	Using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)	
	4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	●
	4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.	●
	4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	◉
E.WL.j	Writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)	
	4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.	●
	4.WL.j2 Sequence events in writing that unfold naturally.	●
E.WL.k	Taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description	
	4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.	◉
	4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.	●
E.WL.l	Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions	
	4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.	●
E.WL.m	Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned	
	4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	●
E.WL.n	With support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types	
	4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.	●
E.WL.o	Revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity	
	4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	●
	4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).	●

First Author Writing Curriculum: Core Content Connectors

CCC: Persuasive Writing

E.WP.i	Generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts—ads, book/movie reviews, letters to editor)	
	4.WP.i1 Recall relevant information from experiences for use in writing.	●
	4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	◉
E.WP.j	Developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)	
	4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
	4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	●
	4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.	●
	4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).	◉
	4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.	◉
E.WP.k	Writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text	
	4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.	●
E.HD.l	Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary	
	4.WP.l1 Provide reasons which include facts and details that support a stated opinion.	●
E.WP.m	Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)	
	4.WP.m1 Create an organizational structure that lists reasons in a logical order.	●
	4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	◉
	4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.	●
E.WP.n	Writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons	
	4.WP.n1 Provide a concluding statement or section related to the opinion presented.	◉
E.WP.o	With support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types	
	4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Persuasive Writing

E.WP.p	Revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback	
	4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.	●
	4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.	●

CCC: Writing Across All Types

4.WA.1	Develop keyboarding skills.	
4.WA.2	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	●
4.WA.3	Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details	●
4.WA.4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	●
4.WA.5	Use relative pronouns and relative adverbs in writing.	◉
4.WA.6	Use prepositional phrases in writing.	◉
4.WA.7	Produce simple, compound, and complex sentences in writing.	◉
4.WA.8	Recognize and correct inappropriate fragments and run-on sentences.	◉
4.WA.9	Use correct capitalization in writing.	●
4.WA.10	Use commas and quotation marks in writing.	◉
4.WA.11	Spell words correctly in writing, consulting references as needed.	◉
4.WA.12	Choose words and phrases for appropriate effect (e.g., to inform) within writing.	●
4.WA.13	Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	◉

GRADE 5

CCC: Habits and Dispositions

M.HD.a	Varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)	
	5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels.	
	5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.	●
M.HD.c	Flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks	
	5.HD.c1 Utilize different comprehension strategies depending upon the text or literacy task.	

CCC: Habits and Dispositions

M.HD.d	**Flexibly making editing and revision choices and sustaining effort to fit composition needs**	
	5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	●

M.HD.e	**Actively contributing and supporting relevant individual perspectives in book or writing discussions**	
	5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.	●
	5.HD.e2 Review the key ideas expressed within a collaborative discussion.	●

M.HD.f	**Setting personal goals, identifying strategies, and monitoring progress to improve reading or writing**	
	5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.	
	5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.	●
	5.HD.f3 Write notes during the reading or writing process.	●

CCC: Informational Writing

M.WI.a	**Independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format**	
	5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.	●
	5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.	◉

M.WI.b	**using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics**	
	5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
	5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.	●
	5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	◉
	5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●

M.WI.c	**Establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")**	
	5.WI.c1 Provide an introduction that includes context/background information and establishes a central idea or focus about a topic.	●

M.WI.d	**Selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/ controlling idea**	
	5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	●
	5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.	●

CCC: Informational Writing

M.WI.e	Maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas	
	5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.	◉
M.WI.f	Incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning	
	5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.	◉
M.WI.g	Writing a conclusion that links back to the focus/central idea and provides a sense of closure	
	5.WI.g1 Provide a concluding statement or section to summarize the information presented.	◉
E.WI.h	Applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components	
	5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.	●
	5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	●

CCC: Literary Writing

M.WL.a	Employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme	
	5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
M.WL.b	Setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view	
	5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.	●
M.WL.c	Maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing	
	5.WL.c1 Organize ideas and events so that they unfold naturally.	●
	5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	◉
	5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.	◉
M.WL.d	Selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)	
	5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.	●
M.WL.e	Developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes	
	5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.	◉

CCC: Literary Writing

M.WL.f	**Refining overall coherence through literary techniques (e.g., imagery, personification, description)**	
	5.WL.f1 Use figurative language in context, including similes and metaphors.	◉

M.WL.g	**Writing a conclusion that ties elements together, supports the theme, and provides a sense of closure**	
	5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.	●

M.WL.h	**Applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)**	
	5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	●
	5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●

CCC: Persuasive Writing

M.WP.a	**Using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts—ads, essays, book/movie reviews, speeches, propaganda techniques)**	
	5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	◉
	5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.	●

M.WP.b	**Using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view**	
	5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).	●
	5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
	5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.	◉

M.WP.c	**Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented**	
	5.WP.c1 Provide an introduction that states own opinion within persuasive text.	●
	5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.	●

M.WP.d	**Selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience**	
	5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.	●

CCC: Persuasive Writing

M.WP.e	Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers	
	5.WP.e1 Links opinions and reasons using words, phrases and clauses.	◉
	5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.	●
M.WP.g	Writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn	
	5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.	◉
M.WP.h	Applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)	
	5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.	●
	5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.	●

CCC: Writing Across All Types

5.WA.1	Develop keyboarding skills.	
5.WA.2	Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	●
5.WA.3	Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.	●
5.WA.4	Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.	●
5.WA.5	Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.	◉
5.WA.6	Recognize and correct inappropriate shifts in verb tense.	◉
5.WA.7	Use appropriate verb tense to convey times, sequence, state, and condition.	◉
5.WA.8	Identify and use conjunctions, prepositions, and interjections in writing.	◉
5.WA.9	Use punctuation to separate items in a series.	◉
5.WA.10	Use commas accurately in writing.	◉
5.WA.11	Spell words correctly in writing, consulting references as needed.	◉
5.WA.12	Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.	◉
5.WA.13	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	◉
5.WA.14	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◉

CCC: Habits and Dispositions

M.HD.a	Varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)	
	6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.	
	6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.	●
M.HD.c	Flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks	
	6.HD.c1 Utilize different comprehension strategies depending upon the text or literacy task.	◉
M.HD.d	Flexibly making editing and revision choices and sustaining effort to fit composition needs	
	6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	●
M.HD.e	Actively contributing and supporting relevant individual perspectives in book or writing discussions	
	6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.	●
	6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.	◉
M.HD.f	Setting personal goals, identifying strategies, and monitoring progress to improve reading or writing	
	6.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.	
	6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.	●

CCC: Informational Writing

M.WI.a	Independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format	
	6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
	6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉
	6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.	◉
M.WI.b	Using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics	
	6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	◉
	6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).	◉
	6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●

CCC: Informational Writing

M.WI.c	Establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")	
	6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic.	◉

M.WI.d	Selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea	
	6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	●
	6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.	●

M.WI.e	Maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas	
	6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.	◉
	6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉

M.WI.f	Incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning	
	6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.	◉

M.WI.g	Writing a conclusion that links back to the focus/central idea and provides a sense of closure	
	6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.	◉

E.WI.h	Applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components	
	6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	●
	6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	●

CCC: Literary Writing

M.WL.a	Employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme	
	6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●

M.WL.b	Setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view	
	6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	●

CCC: Literary Writing

M.WL.c	Maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing	
	6.WL.c1 Organize ideas and events so that they unfold naturally.	●
	6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	◉
	6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	◉
M.WL.d	Selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)	
	6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	●
M.WL.f	Refining overall coherence through literary techniques (e.g., imagery, personification, description)	
	6.WL.f1 Use figurative language appropriately, including similes and metaphors.	◉
M.WL.g	Writing a conclusion that ties elements together, supports the theme, and provides a sense of closure	
	6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.	●
M.WL.h	Applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)	
	6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	●
	6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●

CCC: Persuasive Writing

M.WP.a	Using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts—ads, essays, book/movie reviews, speeches, propaganda techniques)	
	6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	◉
	6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.	◉
M.WP.b	Using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view	
	6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	●
	6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
	6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.	◉
	6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉

First Author Writing Curriculum: Core Content Connectors

CCC: Persuasive Writing

M.WP.c	Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented	
	6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.	●
	6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
M.WP.d	Selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience	
	6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.	◉
M.WP.e	Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers	
	6.WP.e1 Use words, phrases and clauses to link claims and reasons.	◉
M.WP.g	Writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn	
	6.WP.g1 Provide a concluding statement or section that follows the argument presented.	◉
M.WP.h	Applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)	
	6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	●
	6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.	●

CCC: Writing Across All Types

6.WA.1	Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	●
6.WA.2	Develop sufficient keyboarding skills.	
6.WA.3	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details	●
6.WA.4	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	●
6.WA.5	Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.	◉
6.WA.6	Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.	◉
6.WA.7	Identify and use pronouns accurately in writing.	◉
6.WA.8	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.	◉
6.WA.9	Spell words correctly in writing.	●

First Author Writing Curriculum: Core Content Connectors

GRADE 6

CCC: Writing Across All Types

6.WA.10	Vary sentence patterns for meaning, reader interest, and style within writing.	◉
6.WA.11	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.	◉
6.WA.12	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◉

GRADE 7

CCC: Habits and Dispositions

M.HD.g	**Expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)**	
	7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	

M.HD.h	**Developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)**	
	7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.	◉
	7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.	◉
	7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	◉

M.HD.i	**Sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products**	
	7.HD.i1 Use information and feedback to refine understanding or products.	●
	7.HD.i2 Use feedback from adults and peers to improve writing.	●

M.HD.j	**Using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)**	
	7.HD.j1 Use information and feedback to refine own thinking.	●
	7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.	◉

CCC: Informational Writing

M.WI.i	Independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format	
	7.WI.i1 List Internet search terms for a topic of study.	◉
	7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.	●
	7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉
	7.WI.i4 Use a standard format to produce citations.	◉
	7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
M.WI.j	Analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue	
	7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.	◉
	7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	◉
	7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.	◉
M.WI.k	Selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis	
	7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	◉
M.WI.l	Including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice	
	7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	◉
	7.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
M.WI.m	Selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea	
	7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	●
	7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.	●
	7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉
M.WI.n	Drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis	
	7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.	◉

First Author Writing Curriculum: Core Content Connectors

CCC: Informational Writing

M.WI.o	Applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited	
	7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	●
	7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	●
	7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	●

CCC: Literary Writing

M.WL.i	Employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style	
	7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	●
M.WL.j	Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style	
	7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	●
M.WL.k	Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)	
	7.WL.k1 Organize ideas and event so that they unfold naturally.	●
	7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	◉
	7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	◉
M.WL.l	Selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response	
	7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	●
M.WL.n	Refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)	
	7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.	◉
M.WL.o	Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about	
	7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Literary Writing

M.WL.p	**Applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader**	
	7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	●
	7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●

CCC: Persuasive Writing

M.WP.i	**Using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)**	
	7.WP.i1 Discuss how own view or opinion changes using new information provided by others.	◉
	7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.	◉
M.WP.j	**Using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view**	
	7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose and audience.	●
	7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.	◉
	7.WP.j3 List Internet search terms for a topic of persuasive writing.	◉
	7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
	7.WP.j5 Describe how the claims within a speaker's argument matches own argument.	●
	7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉
	7.WP.j7 Use a standard format to produce citations.	◉
M.WP.k	**Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented**	
	7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.	◉
	7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
M.WP.l	**Selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience**	
	7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	◉
	7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.	◉

First Author Writing Curriculum: Core Content Connectors

CCC: Persuasive Writing

M.WP.m	Utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice	
	7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
M.WP.n	Drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition	
	7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.	◉
M.WP.o	Applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)	
	7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	●
	7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	●

CCC: Writing Across All Types

7.WA.1	Develop sufficient keyboarding skills.	
7.WA.2	Provide evidence from grade appropriate texts to support analysis, reflection, and research.	◉
7.WA.3	Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	●
7.WA.4	Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	◉
7.WA.5	Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	◉
7.WA.6	Use phrases and clauses accurately within a sentence.	◉
7.WA.7	Use commas to separate coordinate adjectives.	◉
7.WA.8	Spell words correctly in writing.	◉
7.W.9	Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.	◉
7.WA.10	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◉

CCC: Habits and Dispositions

M.HD.g	Expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)	
	8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	
M.HD.h	Developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)	
	8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	◉
	8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	◉
	8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	◉
	8.HD.h4 Identify when irrelevant evidence is introduced within an argument.	◉
M.HD.i	Sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products	
	8.HD.i1 Use information and feedback to refine understanding.	●
	8.HD.i2 Use feedback from adults and peers to clarify writing.	●
M.HD.j	Using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)	
	8.HD.j1 Use information and feedback to clarify meaning for readers.	●
	8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.	◉

CCC: Informational Writing

M.WI.i	Independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format	
	8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
	8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉
	8.WI.i3 Use a standard format to produce citations.	◉
	8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●

First Author Writing Curriculum: Core Content Connectors

CCC: Informational Writing

	Analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue	
M.WI.j	**8.WI.j1** With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
	8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	◉
	8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	◉
M.WI.k	Selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis	
	8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	◉
M.WI.l	Including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice	
	8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	◉
	8.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
M.WI.m	Selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea	
	8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.	◉
	8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	◉
M.WI.n	Drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis	
	8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	◉
M.WI.o	Applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited	
	8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	●
	8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	●
	8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	●

CCC: Literary Writing

	Employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style	
M.WL.i	**8.WL.i1** With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	●

First Author Writing Curriculum: Core Content Connectors

CCC: Literary Writing

M.WL.j	Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style	
	8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .	●
M.WL.k	Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)	
	8.WL.k1 Organize ideas and events so that they unfold naturally.	●
	8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	◉
	8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	◉
M.WL.l	Selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response	
	8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	◉
M.WL.n	Refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)	
	8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.	◉
M.WL.o	Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about	
	8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	●
M.WL.p	Applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader	
	8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	●
	8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●

CCC: Persuasive Writing

M.WP.i	Using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts—political cartoons, literary critiques, speeches, propaganda techniques)	
	8.WP.i1 Discuss how own view or opinion changes using new information provided by others.	◉
	8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.	◉
	8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.	◉

CCC: Persuasive Writing

M.WP.j	Using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view	
	8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
	8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.	●
	8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	◉
	8.WP.j4 Use a standard format to produce citations.	◉
M.WP.k	Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented	
	8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.	◉
	8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
M.WP.l	Selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience	
	8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	◉
	8.WP.l2 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.	◉
M.WP.m	Utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice	
	8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
M.WP.n	Drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition	
	8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.	◉
M.WP.o	Applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)	
	8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.	●
	8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	●

First Author Writing Curriculum: Core Content Connectors

GRADE 8

CCC: Writing Across All Types

8.WA.1	Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).	◉
8.WA.2	Provide evidence from grade texts to support analysis, reflection, and research.	◉
8.WA.3	Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	◉
8.WA.4	Use active and passive verbs in writing.	◉
8.WA.5	Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.	◉
8.WA.6	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	◉
8.WA.7	Spell words correctly in writing.	◉
8.WA.8	Use active and passive voice in writing to achieve particular effect.	◉
8.WA.9	Use verbs in the conditional and subjunctive mood to achieve particular effect.	◉
8.WA.10	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◉

GRADES 9-10

CCC: Habits and Dispositions

H.HD.a	**Reading grade level texts to accomplish academic or personal goals**	
	910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	
H.HD.b	**Reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)**	
	910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.	◉
	910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.	◉
	910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	●
H.HD.c	**Identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages**	
	910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	◉
H.HD.d	**Tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)**	
	910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.	●
H.HD.e	**Independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)**	
	910.HD.e1 Read challenging grade appropriate texts.	

CCC: Habits and Dispositions

H.HD.f	**Interpreting requirements, planning, and persevering through complex/extended literacy tasks**	
	910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.	◉

H.HD.g	**Identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)**	
	910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	◉
	910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.	

H.HD.h	**Pursuing interactions/discourse with a widening community of readers and writers**	
	910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.	◉
	910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.	●
	910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.	◉

CCC: Informational Writing

H.WI.a	**Using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue**	
	910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.	◉
	910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.	◉
	910.WI.a3 Use a standard format to produce citations.	◉
	910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●

H.WI.b	**Organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis**	
	910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
	910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.	◉
	910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	◉
	910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.	◉

CCC: Informational Writing

H.WI.c	Developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text	
	910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.	◉
H.WI.d	Including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone	
	910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.	◉
	910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
H.WI.e	Drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented	
	910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	◉
H.WI.f	Editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice	
	910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	●
	910.WI.f2 Strengthen writing by revising and editing.	●
	910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	●

CCC: Literary Writing

H.WL.a	Employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style	
	910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	●
H.WL.b	Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)	
	910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	●
	910.WL.b2 Engage and orient the reader to the narrator and/or characters.	●
H.WL.c	Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)	
	910.WL.c1 Create a smooth progression of experiences or events.	●
	910.WL.c2 Sequence events so that they build on one another to create a coherent whole.	●
	910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	◉

CCC: Literary Writing

H.WL.d	**Selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)**	
	910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	◉

H.WL.e	**Weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme**	
	910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	◉

H.WL.f	**Refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)**	
	910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical).	◉

H.WL.o	**Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)**	
	910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	◉

H.WL.p	**Applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style**	
	910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	●
	910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).	●

CCC: Persuasive Writing

H.WP.a	**Using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts— political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)**	
	910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.	◉
	910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	◉

　First Author Writing Curriculum: Core Content Connectors

CCC: Persuasive Writing

H.WP.b	Organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis	
	910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	◉
	910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter-claim, conclude argument) focused on a specific purpose and audience.	●
	910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	●
	910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.	◉
	910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.	◉
	910.WP.b6 Identify evidence for claim(s) and counterclaim(s).	●
	910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.	◉
	910.WP.b8 Use a standard format to produce citations.	◉
H.WP.c	Establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience	
	910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.	●
	910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.	◉
	910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.	◉
H.WP.d	Utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice	
	910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
H.WP.e	Articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing	
	910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.	◉
H.HD.f	Editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message	
	9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	●
	910.WP.f2 Strengthen writing by revising and editing.	●

CCC: Writing Across All Types

910.WA.1	Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	⊙
910.WA.2	Provide evidence from literary or informational texts to support analysis, reflection, and research.	⊙
910.WA.3	Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	⊙
910.WA.4	Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.	⊙
910.WA.5	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.	⊙
910.WA.6	Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.	⊙
910.WA.7	Spell correctly in writing.	⊙
910.WA.8	Write and edit work to conform to guidelines in a style manual.	⊙
910.WA.10	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	⊙

GRADES 11-12

CCC: Habits and Dispositions

H.HD.a	**Reading grade level texts to accomplish academic or personal goals**	
	1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	
H.HD.b	**Reflection on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)**	
	1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	⊙
	1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.	⊙
	1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.	⊙
	1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	⊙
H.HD.c	**Identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages**	
	1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	⊙
H.HD.d	**Tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)**	
	1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.	●

CCC: Habits and Dispositions

H.HD.e	Independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)	
	1112.HD.e1 Independently read challenging grade appropriate texts.	
H.HD.f	Interpreting requirements, planning, and persevering through complex/extended literacy tasks	
	910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.	◉
H.HD.g	Identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)	
	1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/ referring to text.	◉
	1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.	◉
H.HD.h	Pursuing interactions/discourse with a widening community of readers and writers	
	1112.HD.h1 Work with peers to promote democratic discussions.	●
	1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.	●
	1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.	◉

CCC: Informational Writing

H.WI.a	Using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue	
	1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.	●
	1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.	◉
	1112.WI.a3 Use a standard format to produce citations.	◉
	1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
H.WI.b	Organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis	
	1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
	1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	◉
	1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	◉
	1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	◉

CCC: Informational Writing

H.WI.c	Developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text	
	1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	◉
H.WI.d	Including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone	
	1112.WI.d1 Use precise language, and domain-specific vocabulary to manage the complexity of the topic.	◉
	1112.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
H.WI.e	Drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented	
	1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	◉
H.WI.f	Editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice	
	1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	●
	1112.WI.f2 Strengthen writing by revising and editing.	●
	1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	●

CCC: Literary Writing

H.WL.a	Employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style	
	1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	●
H.WL.b	Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)	
	1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	◉
	1112.WL.b2 Engage and orient the reader to the narrator and/or characters	◉
H.WL.c	Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)	
	1112.WL.c1 Create a smooth progression of experiences or events.	●
	1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	◉
	1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	◉

CCC: Literary Writing

H.WL.d	Selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)	
	1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	◉
H.WL.e	Weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme	
	1112.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	◉
H.WL.f	Refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)	
	1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).	◉
H.WL.o	Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)	
	1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	◉
H.WL.p	Applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style	
	1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	●
	1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).	●

CCC: Persuasive Writing

H.WP.a	Using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts— political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)	
	1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.	◉
	1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient.	◉

CCC: Persuasive Writing

	Organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis	
H.WP.b	**1112.WP.b1** Gather relevant information about the topic or text and stated claims from authoritative print and/or digital sources.	◉
	1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.	◉
	1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	●
	1112.WP.b4 Use context or related text to establish the significance of the claim(s).	◉
	1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.	◉
	1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.	◉
	1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.	◉
	1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.	◉
	1112.WP.b9 Use a standard format to produce citations.	◉
H.WP.c	Establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience	
	1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.	◉
	1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.	◉
	1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.	◉
H.WP.d	Utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice	
	1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	◉
H.WP.e	Articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing	
	1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.	◉
H.HD.f	Editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message	
	11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	●
	1112.WP.f2 Strengthen writing by revising and editing.	●

CCC: Writing Across All Types

1112.WA.1	Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	⦿
1112.WA.2	Provide evidence from literary or informational texts to support analysis, reflection, and research.	⦿
1112.WA.3	Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	⦿
1112.WA.4	Use hyphenation conventions.	⦿
1112.WA.5	Spell correctly in writing.	⦿
1112.WA.6	Vary syntax within writing for effect.	⦿
1112.WA.7	Write and edit work to conform to guidelines in a style manual.	⦿
1112.WA.8	Use grade appropriate general academic and domain-specific words and phrases accurately within writing .	⦿