2017 Kansas English Language Arts Standards Vertical Alignment

K-6 Focus

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Introduction

The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a "big picture view" of broad goals for English Language Arts and Literacy instruction for each student across the state.

English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.

2. Seek out and work to understand diverse perspectives.

3. Use knowledge gained from literacy experiences to solve problems.

4. Create multimodal versions of texts for a range of purposes and audiences.

5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education's vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them. Thus, as students advance through the grades, they are expected to meet each grade's standards in reading, writing, speaking, and listening.

This document is meant to help educators better see and understand how skills progress in depth and complexity across the grades in the different domains. The K-12 standards state what students should know and be able to do by the end of each grade. While our goal is for every student to be at grade level by the end of each grade, this document was created to assist educators in scaffolding students up to grade level proficiency as they move through the grade bands.

*This document is not meant to replace the Kansas Standards for English Language Arts document (which can be accessed here) where you can find examples of evidence to demonstrate proficiency and the Kansas Graduates "I Can" statements.

Vertical Alignment: Writing

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WRITING - TEXT TYPES AND PURPOSES	
CL.W.p4.1	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which, they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.2.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Know the difference between fact and opinion b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons c. Provide reasons that support the opinion d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons e. Provide a concluding statement or section.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Know the difference between fact and opinion. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). e. Provide a concluding statement or section related to the opinion presented.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Know the difference between fact and opinion. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). e. Provide a concluding statement or section related to the opinion presented.
W.6.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

WRITING - TEXT TYPES AND PURPOSES	
CL.W.p4.1	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.2.2	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.3.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
W.4.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.5.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.6.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

W.7.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WRITING - TEXT TYPES AND PURPOSES	
CL.W.p4.1	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.3.3	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

WRITING - PRODUCTION & DISTRIBUTION OF WRITING	
	n/a
W.K.4	(Begins in Grade 3)
W.1.4	(Begins in Grade 3)
W.2.4	(Begins in Grade 3)
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.6.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WRITING – PRODUCTION & DISTRIBUTION OF WRITING	
CL.W.p4.3	With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.3.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
W.4.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
W.5.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.7.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WRITING – PRODUCTION & DISTRIBUTION OF WRITING	
CL.W.p4.4	With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

WRITING – RESEARCH TO BUILD & PRESENT KNOWLEDGE	
CL.W.p4.5	Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.2.7	Participate in shared research and writing projects.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

WRITING - RESEARCH TO BUILD & PRESENT KNOWLEDGE	
CL.W.p4.6	*With guidance and support from adults*, recalls information from experiences or gathers information from provided sources to answer a question.
W.K.8	*With guidance and support from adults*, gather information from provided sources to answer a question.
W.1.8	*With guidance and support from adults*, recall information from experiences or gather information from provided sources to answer a question.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WRITING - RESEARCH TO BUILD & PRESENT KNOWLEDGE	
	n/a
W.K.9	(Begins in 4th Grade)
W.1.9	(Begins in 4th Grade)
W.2.9	(Begins in 4th Grade)
W.3.9	(Begins in 4th Grade)
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

WRITING – LANGUAGE IN WRITING	
CL.LS.p4.1	Demonstrates an emerging command of the conventions of standards English grammar and usage when writing or speaking.
W.K.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print many upper and lowercase letters. b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns when writing. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my). e. Use verbs to convey a sense of past, present and future when writing. f. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing. g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use collective nouns when writing. b. Form and use frequently-occurring irregular plural nouns (e.g., feet) c. Use reflexive pronouns (e.g., myself) d. Form and use past tense of frequently-occurring irregular verbs (e.g., told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences
W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). e. Ensure subject-verb and pronoun-antecedent agreement when writing. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. g. Use coordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.
W.4.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Choose words and phrases to convey ideas precisely. b. Form and use relative pronouns and relative adverbs. c. Form and use the progressive verb tenses. d. Use modal auxiliaries (e.g., can, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases.

	g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two) i. Choose punctuation for effect.
W.5.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect verb tenses (e.g., I had walked, I have walked) d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions. (e.g., either/or)
W.6.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Ensure that pronouns are in the proper case (subjective, objective, possessive). c. Use intensive pronouns (e.g., myself, ourselves). d. Recognize and correct inappropriate shifts in pronoun number and person. e. Recognize and correct vague pronouns. f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language. g. Maintain consistency in style and tone.
W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Explain the function of phrases and clauses in general and their function in specific sentences. c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

WRITING – LANGUAGE IN WRITING	
CL.LS.p4.2	Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or "trk" for truck) and usually writing from left to right. May reverse some letters.
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently-occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations when writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
W.5.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Sam?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting reference materials as needed.

W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.

WRITING – RANGE OF WRITING	
	n/a
W.K.12	(Begins in grade 3)
W.1.12	(Begins in grade 3)
W.2.12	(Begins in grade 3)
W.3.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.4.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.5.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.6.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.7.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.