

Alignment with the Common Core State Standards (CCSS)

Read on to see details on how you can use [DigiPals](#) to improve students' Writing in relation to the [Common Core State Standards \(CCSS\)](#).



SPELLING: Students spell words correctly.



Common Core State Standards (CCSS)

CONVENTIONS OF STANDARD ENGLISH:

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.2 English Language Arts Standards > Anchor Standards > College and Career Readiness Anchor Standards for Language

CCSS.ELA-LITERACY.L.1.2 English Language Arts Standards > Language > Grade 1

CCSS.ELA-LITERACY.L.2.2 English Language Arts Standards > Language > Grade 2

CCSS.ELA-LITERACY.L.3.2 English Language Arts Standards > Language > Grade 3

CCSS.ELA-LITERACY.L.4.2 English Language Arts Standards > Language > Grade 4

CCSS.ELA-LITERACY.L.5.2 English Language Arts Standards > Language > Grade 5

CCSS.ELA-LITERACY.L.6.2 English Language Arts Standards > Language > Grade 6

CCSS.ELA-LITERACY.L.7.2 English Language Arts Standards > Language > Grade 7

CCSS.ELA-LITERACY.L.8.2 English Language Arts Standards > Language > Grade 8

CCSS.ELA-LITERACY.L.9-10.2 English Language Arts Standards > Language > Grades 9-10

CCSS.ELA-LITERACY.L.11-12.2 English Language Arts Standards > Language > Grades 11-12



GRAMMAR: Students communicate effectively with appropriate use of words, grammar concepts and sentence structure.



Common Core State Standards (CCSS)

CONVENTIONS OF STANDARD ENGLISH:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.1 English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language

CCSS.ELA-LITERACY.L.1.1 English Language Arts Standards > Language > Grade 1

CCSS.ELA-LITERACY.L.2.1 English Language Arts Standards > Language > Grade 2

CCSS.ELA-LITERACY.L.3.1 English Language Arts Standards > Language > Grade 3

CCSS.ELA-LITERACY.L.4.1 English Language Arts Standards > Language > Grade 4

CCSS.ELA-LITERACY.L.5.1 English Language Arts Standards > Language > Grade 5

CCSS.ELA-LITERACY.L.6.1 English Language Arts Standards > Language > Grade 6

CCSS.ELA-LITERACY.L.7.1 English Language Arts Standards > Language > Grade 7

CCSS.ELA-LITERACY.L.8.1 English Language Arts Standards > Language > Grade 8

CCSS.ELA-LITERACY.L.9-10.1 English Language Arts Standards > Language > Grades 9-10

CCSS.ELA-LITERACY.L.11-12.1 English Language Arts Standards > Language > Grades 11-12



PUNCTUATION: Students use English punctuation.



Common Core State Standards (CCSS)

CONVENTIONS OF STANDARD ENGLISH:

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.2 English Language Arts Standards > Anchor Standards > College and Career Readiness Anchor Standards for Language

CCSS.ELA-LITERACY.L.1.2 English Language Arts Standards > Language > Grade 1

CCSS.ELA-LITERACY.L.2.2 English Language Arts Standards > Language > Grade 2

CCSS.ELA-LITERACY.L.3.2 English Language Arts Standards > Language > Grade 3

CCSS.ELA-LITERACY.L.4.2 English Language Arts Standards > Language > Grade 4

CCSS.ELA-LITERACY.L.5.2 English Language Arts Standards > Language > Grade 5

CCSS.ELA-LITERACY.L.6.2 English Language Arts Standards > Language > Grade 6

CCSS.ELA-LITERACY.L.7.2 English Language Arts Standards > Language > Grade 7

CCSS.ELA-LITERACY.L.8.2 English Language Arts Standards > Language > Grade 8

CCSS.ELA-LITERACY.L.9-10.2 English Language Arts Standards > Language > Grades 9-10

CCSS.ELA-LITERACY.L.11-12.2 English Language Arts Standards > Language > Grades 11-12



STRUCTURE: Students write clearly with logical structure to organise their response and thoughts.



Common Core State Standards (CCSS) English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

CRAFT AND STRUCTURE:

- CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

English Language Arts Standards > Reading: Informational Text > Grade 1

- CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

English Language Arts Standards > Reading: Informational Text > Grade 2

- CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

English Language Arts Standards > Reading: Informational Text > Grade 3

- CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

English Language Arts Standards > Reading: Informational Text > Grade 4

- CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

English Language Arts Standards > Reading: Informational Text > Grade 5

- CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

English Language Arts Standards > Reading: Informational Text > Grade 6

- CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

English Language Arts Standards > Reading: Informational Text > Grade 7

- CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

English Language Arts Standards > Reading: Informational Text > Grade 8

- CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

English Language Arts Standards > Reading: Informational Text > Grades 9-10

- [CCSS.ELA-LITERACY.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

English Language Arts Standards > Reading: Informational Text > Grades 11-12

- [CCSS.ELA-LITERACY.RI.11-12.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

PRODUCTION AND DISTRIBUTION OF WRITING

- [CCSS.ELA-LITERACY.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- [CCSS.ELA-LITERACY.CCRA.W.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

English Language Arts Standards > Writing > Grade 1

- [CCSS.ELA-LITERACY.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.

English Language Arts Standards > Writing > Grade 2

- [CCSS.ELA-LITERACY.W.2.5](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

English Language Arts Standards > Writing > Grade 3

- [CCSS.ELA-LITERACY.W.3.4](#) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- [CCSS.ELA-LITERACY.W.3.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

English Language Arts Standards > Writing > Grade 4

- [CCSS.ELA-LITERACY.W.4.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- [CCSS.ELA-LITERACY.W.4.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

English Language Arts Standards > Writing > Grade 5

- [CCSS.ELA-LITERACY.W.5.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- [CCSS.ELA-LITERACY.W.5.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

English Language Arts Standards > Writing > Grades 6 - 8

- CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.WHST.6-8.5 With some guidance and support from peers and adults, 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.

English Language Arts Standards > Writing > Grades 9-10

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

English Language Arts Standards > Writing > Grades 11-12

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

TEXT TYPES AND PURPOSES:

- CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

English Language Arts Standards > Writing > Grade 1

- CCSS.ELA-LITERACY.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.

English Language Arts Standards > Writing > Grade 2

- CCSS.ELA-LITERACY.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.

English Language Arts Standards > Writing > Grade 3

- **CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

English Language Arts Standards > Writing > Grade 4

- **CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.4.2.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.

English Language Arts Standards > Writing > Grade 5

- **CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.5.2.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.

English Language Arts Standards > Writing > Grade 6

- **CCSS.ELA-LITERACY.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.**
- CCSS.ELA-LITERACY.W.6.2.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.

English Language Arts Standards > Writing > Grade 7

- **CCSS.ELA-LITERACY.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.**
- CCSS.ELA-LITERACY.W.7.2.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.

English Language Arts Standards > Writing > Grade 8

- **CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
- CCSS.ELA-LITERACY.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

English Language Arts Standards > Writing > Grades 9-10

- **CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
- CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

English Language Arts Standards > Writing > Grades 11-12

- **CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
- CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.



TRANSITIONS: Students use transition words and phrases to create, connect and clarify their ideas.



Common Core State Standards (CCSS)

TEXT TYPES AND PURPOSES:

English Language Arts Standards > Writing > Grade 3

- CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

English Language Arts Standards > Writing > Grade 4

- CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

English Language Arts Standards > Writing > Grade 5

- CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

English Language Arts Standards > Writing > Grades 6-8

- CCSS.ELA-LITERACY.WHST.6-8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

English Language Arts Standards > Writing > Grades 9-10

- CCSS.ELA-LITERACY.WHST.9-10.2.C Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

English Language Arts Standards > Writing > Grades 11-12

- CCSS.ELA-LITERACY.WHST.11-12.2.C Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.



CREATIVE WRITING: Students use expository, persuasive, narrative and descriptive writing to share information, stories, their perspectives and beliefs.



Common Core State Standards (CCSS) English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

TEXT TYPES AND PURPOSES:

- CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

English Language Arts Standards > Writing > Grade 1

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.

English Language Arts Standards > Writing > Grade 2:

- CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.

English Language Arts Standards > Writing > Grade 3

- **CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.**
 - CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.
 - CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
 - CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.
- **CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
 - CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.

- CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.
- **CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
- CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.
- CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.

English Language Arts Standards > Writing > Grade 4

- **CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
- CCSS.ELA-LITERACY.W.4.1.A 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.
- CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.
- CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.
- **CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.4.2.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.
- CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
- CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.
- CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events..

English Language Arts Standards > Writing > Grade 5

- **CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
- CCSS.ELA-LITERACY.W.5.1.A 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.
- CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.
- CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.
- **CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- CCSS.ELA-LITERACY.W.5.2.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.
- CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
- CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.

English Language Arts Standards > Writing > Grade 6

- **CCSS.ELA-LITERACY.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.**
- CCSS.ELA-LITERACY.W.6.2.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.
- CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.
- CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- [CCSS.ELA-LITERACY.W.6.2.E](#) Establish and maintain a formal style.
- CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.
- **CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- CCSS.ELA-LITERACY.W.6.3.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.
- CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- CCSS.ELA-LITERACY.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.

English Language Arts Standards > Writing > Grade 7

- **CCSS.ELA-LITERACY.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.**
- CCSS.ELA-LITERACY.W.7.2.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.
- CCSS.ELA-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- CCSS.ELA-LITERACY.W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.7.2.E Establish and maintain a formal style.
- CCSS.ELA-LITERACY.W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- CCSS.ELA-LITERACY.W.7.3.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.

- CCSS.ELA-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- CCSS.ELA-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- CCSS.ELA-LITERACY.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- CCSS.ELA-LITERACY.W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

English Language Arts Standards > Writing > Grade 8

- **CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
 - CCSS.ELA-LITERACY.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - CCSS.ELA-LITERACY.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - [CCSS.ELA-LITERACY.W.8.2.C](#) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - CCSS.ELA-LITERACY.W.8.2.E Establish and maintain a formal style.
 - CCSS.ELA-LITERACY.W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
 - CCSS.ELA-LITERACY.W.8.3.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.
 - CCSS.ELA-LITERACY.W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - CCSS.ELA-LITERACY.W.8.3.C 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.
 - CCSS.ELA-LITERACY.W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - CCSS.ELA-LITERACY.W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

English Language Arts Standards > Writing > Grades 9-10

- **CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
 - CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - CCSS.ELA-LITERACY.W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - [CCSS.ELA-LITERACY.W.9-10.2.D](#) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - CCSS.ELA-LITERACY.W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - CCSS.ELA-LITERACY.W.9-10.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
 - CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

English Language Arts Standards > Writing > Grades 11-12

- **CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
 - CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
 - CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - CCSS.ELA-LITERACY.W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - CCSS.ELA-LITERACY.W.11-12.3.C 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).
 - CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - CCSS.ELA-LITERACY.W.11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



VOCABULARY: Students get exposed to and use diverse vocabulary, developing their personal word bank and expressing themselves in new ways.



Common Core State Standards (CCSS) English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language

VOCABULARY ACQUISITION AND USE:

- [CCSS.ELA-LITERACY.CCRA.L.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- [CCSS.ELA-LITERACY.CCRA.L.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-LITERACY.CCRA.L.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English Language Arts Standards > Language > Grade 1

- [CCSS.ELA-LITERACY.L.1.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- [CCSS.ELA-LITERACY.L.1.5](#) Demonstrate understanding of word relationships and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.1.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

English Language Arts Standards > Language > Grade 2

- [CCSS.ELA-LITERACY.L.2.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
- [CCSS.ELA-LITERACY.L.2.5](#) Demonstrate understanding of word relationships and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.2.6](#) 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*).

English Language Arts Standards > Language > Grade 3

- [CCSS.ELA-LITERACY.L.3.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-LITERACY.L.3.5](#) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.3.6](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

English Language Arts Standards > Language > Grade 4

- [CCSS.ELA-LITERACY.L.4.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-LITERACY.L.4.5](#) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

English Language Arts Standards > Language > Grade 5

- CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

English Language Arts Standards > Language > Grade 6

- CCSS.ELA-LITERACY.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Standards > Language > Grade 7

- CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- CCSS.ELA-LITERACY.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Standards > Language > Grade 8

- CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- CCSS.ELA-LITERACY.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Standards > Language > Grades 9-10

- CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Standards > Language > Grades 11-12

- CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- [CCSS.ELA-LITERACY.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

CRAFT AND STRUCTURE:

- [CCSS.ELA-LITERACY.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

English Language Arts Standards > Reading: Informational Text > Grade 1

- [CCSS.ELA-LITERACY.RI.1.1](#) Ask and answer questions about key details in a text.

English Language Arts Standards > Reading: Informational Text > Grade 2

- [CCSS.ELA-LITERACY.RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

English Language Arts Standards > Reading: Informational Text > Grade 3

- [CCSS.ELA-LITERACY.RI.3.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

English Language Arts Standards > Reading: Informational Text > Grade 4

- [CCSS.ELA-LITERACY.RI.4.4](#) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

English Language Arts Standards > Reading: Informational Text > Grade 5

- [CCSS.ELA-LITERACY.RI.5.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

English Language Arts Standards > Reading: Informational Text > Grade 6

- [CCSS.ELA-LITERACY.RI.6.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

English Language Arts Standards > Reading: Informational Text > Grade 7

- [CCSS.ELA-LITERACY.RI.7.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

English Language Arts Standards > Reading: Informational Text > Grade 8

- [CCSS.ELA-LITERACY.RI.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

English Language Arts Standards > Reading: Informational Text > Grades 9-10

- [CCSS.ELA-LITERACY.RI.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

English Language Arts Standards > Reading: Informational Text > Grades 11-12

- CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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