

JSD LANGUAGE ARTS UTAH STANDARDS FLOWCHART

Writing Standards K-6



** Denotes indicators that have been placed out of alphabetic order in order to show concept flow grade to grade

Text Types and Purposes						
K	1 st	2 nd	3 rd	4 th	5 th	6 th
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p>	<p>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.</p>	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Write opinion pieces on topics or texts, supporting point of view with reasons.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p>
			<p>a. Introduce topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>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.</p>	<p>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.</p>	<p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p>
			<p>b. Provide reasons that support the opinion.</p>	<p>b. Provide reasons that are supported by facts and details.</p>	<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>
			<p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>
			<p>d. Provide a concluding statement or section.</p>	<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>**d. Establish and maintain a formal style.</p>
						<p>** e. Provide a concluding statement or section that follows from the argument presented.</p>

K	1 st	2 nd	3 rd	4 th	5 th	6 th
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.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative / explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	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 and group related information together; include illustrations when useful to aiding comprehension.	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.	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.	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 facts, definitions, and details.	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
			c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	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.	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise language and domain-specific vocabulary about or explain the topic.
			** d. Provide a concluding statement or section.	e. Provide a concluding statement or section related to the information or explanation presented.	e. Provide a concluding statement or section related to the information or explanation presented.	e. Establish and maintain a formal style.
						**f. Provide a concluding statement or section that follows from the information or explanation presented.

K	1 st	2 nd	3 rd	4 th	5 th	6 th
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the event in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>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.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
			<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>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.</p>
			<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to the situations.</p>	<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>
			<p>c. Use temporal words and phrases to signal event order.</p>	<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p>
			<p>d. Provide a sense of closure.</p>	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>
				<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Production and Distribution of Writing

K	1 st	2 nd	3 rd	4 th	5 th	6 th
4. Begins in grade 3	Begins in grade 3	Begins in grade 3	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.)	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.)	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).	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).
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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.	With guidance and support from adults and peers , focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	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 through 3 up to and including grade 4).	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 through 3 up to and including grade 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6).
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.	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.	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.	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.

Research to Build and Present Knowledge						
K	1 st	2 nd	3 rd	4 th	5 th	6 th
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).	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).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question .	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question .	Recall information from experiences or gather information from provided sources to answer a question.	Recall relevant information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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.	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.	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.
9. Begins in grade 4	Begins in grade 4	Begins in grade 4	Begins in grade 4	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	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].”).	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]”).	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 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	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]”).	b. Apply grade 6 Reading standards to Informational texts (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”).
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Range of Writing						
K	1 st	2 nd	3 rd	4 th	5 th	6 th
10. Begins in grade 3	Begins in grade 3	Begins in grade 3	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.	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.	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.	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.