

Current CDE Writing Standards (1997)

Plus



and
Anchor Papers

Kindergarten

Current CDE Writing Standards Kindergarten 1997

Strategies	
Organization	Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
Evaluation and Revision	None
Use Reference Materials/ Research and Technology	None
Focus	None
Format/ Penmanship	Write CVC (consonant-vowel-consonant) words (i.e., demonstrate the alphabetic principle). Write by moving from left to right and from top to bottom. Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.
Applications	
Narrative	None
Expository	None
Response to Literature	None
Letter	None
Persuasive	None
Conventions	
Punctuation	None
Capitalization	None
Spelling	Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
Grammar	Recognize and use complete, coherent sentences when speaking.

Kindergarten Writing Standards – New California Common Core Standards

Source: www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp

Text Types and Purposes		
K.W 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>).	
K W 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.	
K.W 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.	
Production and Distribution of Writing		
K W 4.	(Begins in grade <u>2</u>)	
K.W 5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
K.W 6.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (This is also duplicated in original text.)	
Research to Build and Present Knowledge		
K.W 7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
K.W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
K W 9.	(Begins in grade 4)	
Range of Writing		
K. W 10.	(Begins in grade <u>2</u>)	

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Language: Conventions of Standard English		
K. L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
K. L 1a.	Print many upper- and lowercase letters.	
K. L 1b.	Use frequently occurring nouns and verbs.	
K. L 1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	
K. L 1d.	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	
K. L 1e.	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	
K. L 1f.	Produce and expand complete sentences in shared language activities.	
K. L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
K. L 2a.	Capitalize the first word in a sentence and the pronoun <i>I</i> .	
K. L 2b.	Recognize and name end punctuation.	
K. L 2c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
K. L 2d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Language: Knowledge of Language		
K. L 3.	(Begins in grade 2)	
Language: Vocabulary Acquisition and Use		
K. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
K. L 4a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	
K. L 4b.	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	
K. L 5	With guidance and support from adults, explore word relationships and nuances in word meanings.	
K. L 5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
K. L 5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
K. L 5c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
K. L 5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	
K. L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

These are the California Common Core writing and language standards from the CDE website reformatted and coded with checkbox by Knox Education . They are available on our website at knoxeducation.com inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

Samples of Student Writing

Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country.

At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

Acknowledgment

The Standards work group would like to express its appreciation to teachers and students at Monte Vista High School in California and the Randolph Technical Career Center in Vermont; other colleagues in California, Massachusetts, and Washington state; and ACT, Inc., and the *Concord Review*, who helped find and obtain permission for several of the samples included in the set. The group also would like to express its appreciation to the New Standards Project and to the International Reading Association, which allowed the use of several samples from their publications, and to the other student writers who granted permission to reproduce their work here.

Permissions

The following student writing samples have been reprinted for the Common Core State Standards Initiative with the express permission of the following organizations and individuals.

ACT, Inc.:

Untitled essay on dress codes

California Department of Education:

“Football”; “Miss Sadie”

The *Concord Review*:

“In the Wake of the Spanish Lady: American Economic Resilience in the Aftermath of the Influenza Epidemic of 1918” by Brooke Granowski, *Concord Review*, 20(1), 203–216 (©2009 Concord Review, Inc.)

Massachusetts Department of Elementary and Secondary Education:

“Dear Mr. Sandler”; “A Pet Story About My Cat . . . Gus”; “Animal Farm”

Monte Vista High School in California:

“The True Meaning of Friendship”; “Lives on Mango, Rides the Whale”; untitled essay on civil disobedience in India; “Marching to His Own Beat”; “Summary of Key Points”

The National Center on Education and the Economy, on behalf of New Standards:

“My fabit Book is do you Want to be my FRIEND”; “Fraggs (Frogs)”; “I Went to Disnand”; “My Big Book About Spain”; “I bot a little cotton ball”; “Owl Moon”; “My first tooth is gone”; “Horses”; “When my Puppys Ranaway”; “Zoo Field Trip”; “Author Response: Roald Dahl”; “Getting Shot and Living Through It”; “A Geographical Report”; “The Old Man and the Sea”; “_____ School Bond Levy”

Randolph Technical Career Center in Vermont:

“Wood Joints”; “TIG/GTAW Welding”

Washington State Office of Superintendent of Public Instruction:

“Glowing Shoes”; “Video Cameras in Classrooms”

Permission to reprint each of the following samples was granted by its author:

“Freedom From Structure”; “Fact vs. Fiction and All the Grey Space in Between”; “The Making of a Human Voice and How to Use It”

Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.



my ^{Book,} fait is do you Want to be my FRIEND.
 the mas as the hos if you will
 be my FRIEND. the hos said No. the
 mas find a FRIEND the mas as the
 fait mas if you will be my FRIEND
 the fait mas said Yes the
 fait a hal in the gal. my
 fait ^{pot} is the hos

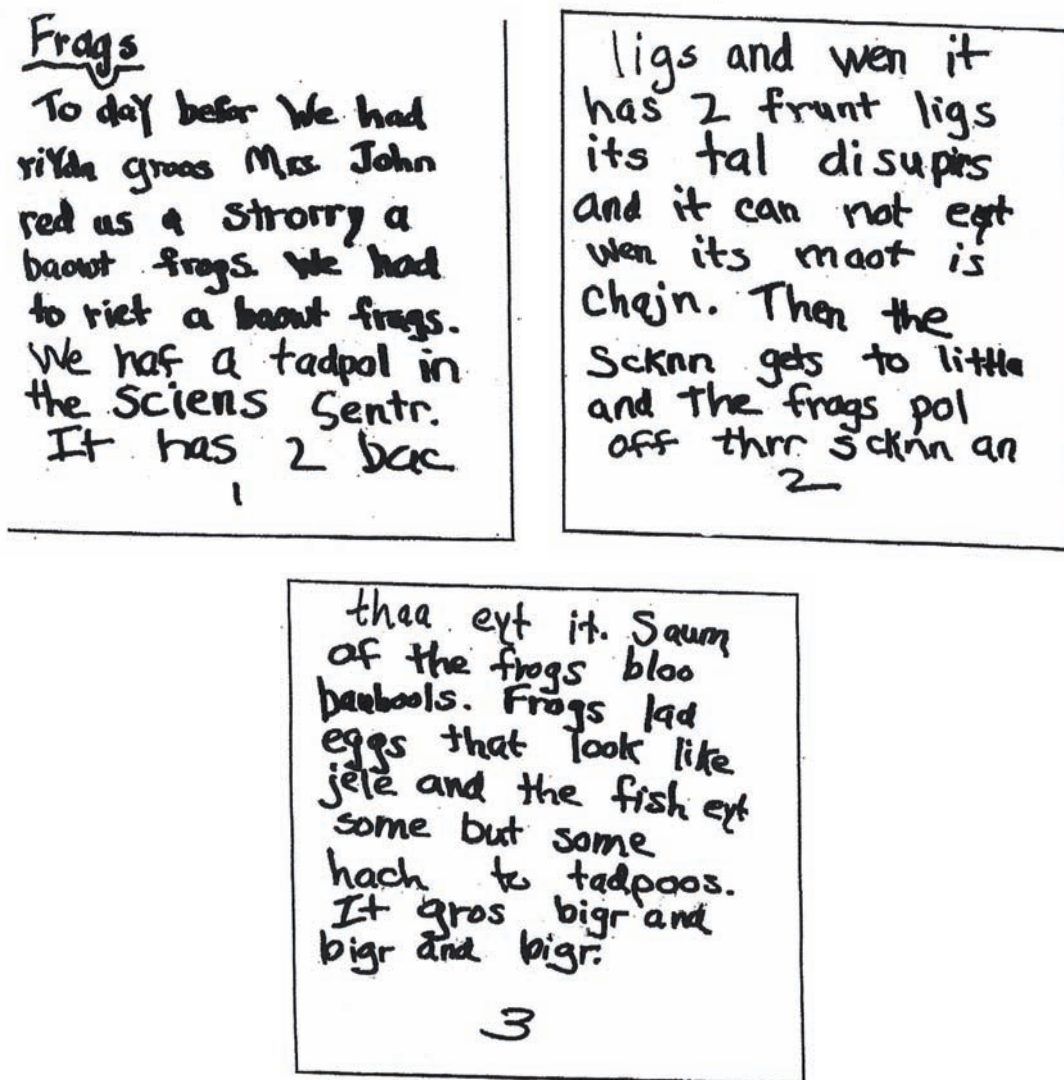
Annotation

The writer of this piece

- tells the reader the name of the book (in the title of the paper).
 - My fait (favorite) Book is do you Want to be my FRIEND
- states an opinion or preference about the book.
 - ... my fait (favorite) pot (part) is the hos (horse)

Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.



Annotation

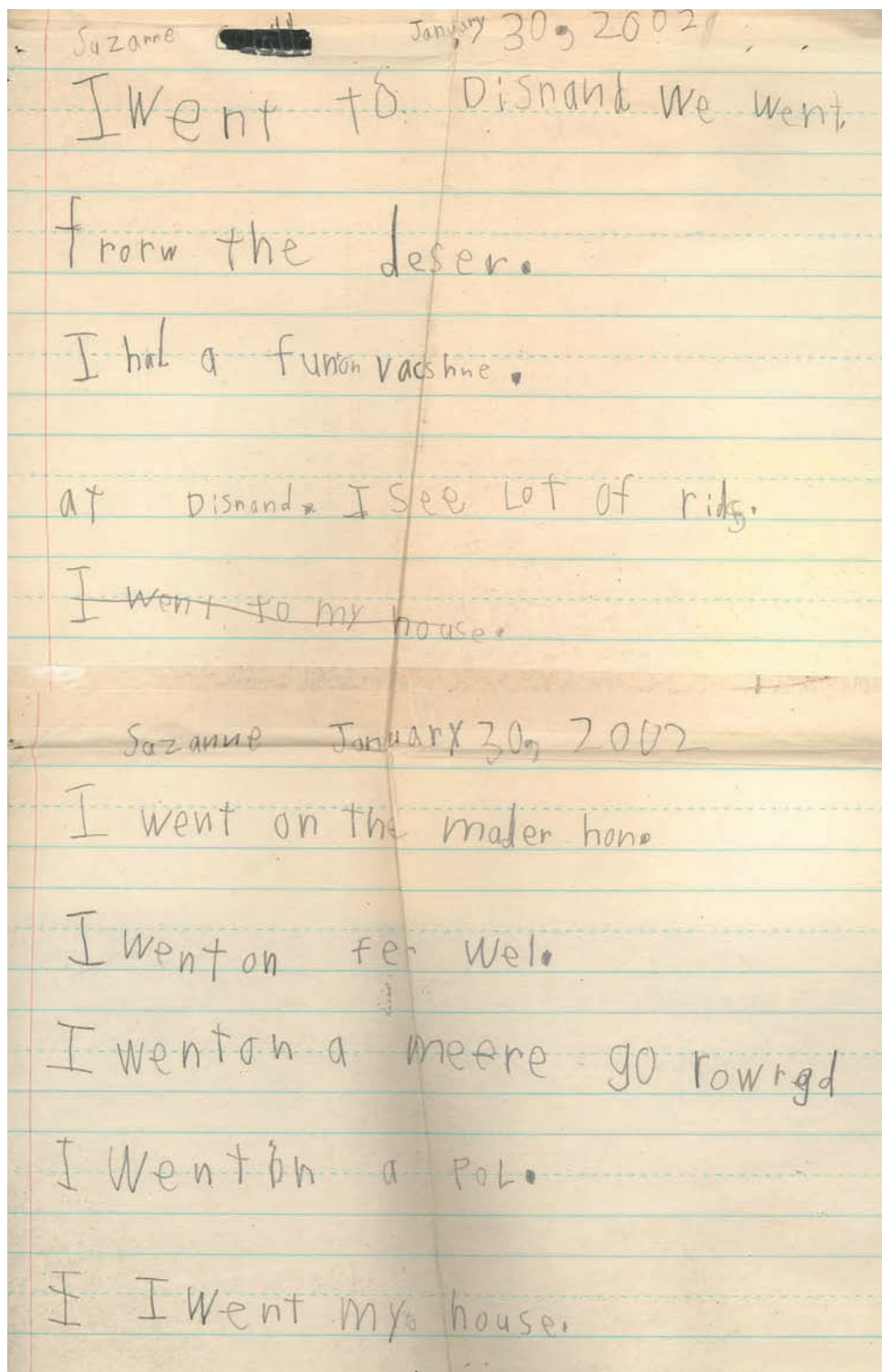
The writer of this piece

- establishes the topic in a title and goes beyond the title to create a context for writing about frogs.
 - *To day befor* (before) *We had riyda* (writing) *groos* (groups) *Mrs. _____ red* (read) *us a strorry* (story) *a baowt* (about) *frags*.
- supplies some information about the topic.
 - *It has 2 bac* (back) *ligs* (legs) *and wen* (when) *it has 2 frunt* (front) *ligs* (legs) *its tal* (tail) *disupirs* (disappears) . . . *Then the scknn* (skin) *gets to* (too) *litte* and *the frags pol* (pull) *off thrr* (their) *scknn* (skin) . . .
 - *Frogs lad* (laid) *eggs that look like jete* (jelly) . . .

- **uses additive (adversative and temporal) linking words.**
 - *... and wen (when) ... Then ... but ...*
- **provides a sense of closure.**
 - *It gros (grows) bigr (bigger) and bigr and bigr.*
- **demonstrates command of some of the conventions of standard written English.**
 - As a kindergartener, the writer demonstrates remarkable control of the conventions of standard written English. As this was a process piece, it is reasonable to assume that the writer received feedback to correct possible errors with capital letters and periods.

Student Sample: K, Narrative

This narrative is a process piece that was produced in class.



Annotation

The writer of this piece

- **establishes a situation by naming a place.**
 - *Disnand* (Disneyland)
- **recounts several loosely linked events and the order in which they occurred.**
 - *I had a fun on vacshne* (vacation). . . . *I see lot* (lots) *of rids* (rides). *I went on the mader hon* (Matterhorn). . . . *I went my house*.
- **provides a reaction to what happened.**
 - *I had a fun on vacshne* (vacation).
- **offers a sense of closure.**
 - *I went my house*.
- **demonstrates command of some of the conventions of standard written English.**
 - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also uses capital letters appropriately in the title of the piece.