WRITING (Grades 3-11) CCC, FKSA, EU

Native Id	Description	GSC	Content Area
3.WI.l4	Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.	3	Writing Informative
3.RI.l4.FKSA	Ability to sort evidence collected from print and/or digital sources into provided categories.	3	Writing Informative
3.RI.l4.EU	Identify information from print and digital sources on given topics (e.g., pictures of animals).	3	Writing Informative
3.WI.l5	Sort evidence collected from print and/or digital sources into provided categories (e.g., graphic organizer)	3	Writing Informative
3.WI.l5.FKSA	Ability to sort evidence collected from print and/or digital sources into provided categories	3	Writing Informative
3.WI.l5.EU	Identify information from print and digital sources on given topics (e.g., pictures of animals).	3	Writing Informative
3.WI.p1	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning	3	Writing Informative
3.WI.p1.FKSA	Ability to include text features (e.g., graphic) to enhance the clarity and meaning of an informational text	3	Writing Informative
3.WI.p1.EU	Identify different types of text features found in informational text	3	Writing Informative
3.WL.j1	Set up the context for the story and introduce a narrator and/or characters.	3	Writing Literary
3.WL.j1.FKSA	Ability to set up the context for the story and introduce a narrator and/or characters	3	Writing Literary
3.WL.j1.EU	Describe character and setting for a given text	3	Writing Literary
3.WL.k1	Use dialogue and descriptions of actions, thoughts, and feelings to develop a story.	3	Writing Literary
3.WL.k1.FKSA	Use dialogue and descriptions of actions, thoughts, and feelings to develop a story.	3	Writing Literary
3.WL.k1.EU	Describe character and setting for a given text	3	Writing Literary
3.WL.o1	With guidance and support from adults, produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	3	Writing Literary

3.WL.o1.FKSA	With guidance and support from adults, ability to produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g. to entertain), or audience including:
	 The writing prompt scoring criteria measure the following:
	   a. Ability to set up the context for the story and introduce a narrator and/or characters (3.WL.j1)
	   b. Ability to use dialogue and descriptions of actions, thoughts, and feelings to develop a story (3.WL.k1)
	   c. Ability to sequence events in writing that unfold naturally (3.WL.j2)
	   d. Ability to use temporal words and phrases to signal event order (3.WL.l1)
	   e. Ability to generate a concluding statement or paragraph that follows from narrated experiences or events (3.WL.m1)
		3	Writing Literary

3.WL.o1.EU	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement) including:
	The selected response items address the following:
	   a. Describe character and setting for a given text (3.WL.j1)
	   b. Select descriptive words that help develop the story (i.e., relevant description vs. non relevant) (3.WL.k1)
	   c. Sequence events of beginning, middle and end of a text (3.WL.j2)
	   d. Identify temporal words that show order of events (3.WL.l1)
	   e. e. Identify the appropriate ending (3.WL.m1)
		3	Writing Literary

4.WL.j1	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.	4	Writing Literary
4.WL.j1.FKSA	Ability to orient the reader by setting up the context for the story and introducing a narrator and/or characters	4	Writing Literary
4.WL.j1.EU	Describe character and setting for a given text	4	Writing Literary
4.WI.p1	Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when useful to promote understanding	4	Writing Informative
4.WI.p1.FKSA	Ability to include formatting, illustrations, and/or multimedia to promote understanding of informative text	4	Writing Informative
4.WI.p1.EU	Identify the purpose of using different formats, illustrations, or multimedia (e.g., bullets are used for listing items)	4	Writing Informative
4.WI.q1	Provide a concluding statement or section to support the information presented	4	Writing Informative
4.WI.q1.FKSA	Ability to provide a concluding statement or section to support the information presented in an informational text	4	Writing Informative
4.WI.q1.EU	Identify a concluding sentence that signals a close of a paragraph (e.g., In conclusion, As a result, Finally)	4	Writing Informative
4.WL.o1	Produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	4	Writing Literary

4.WL.o1.FKSA	Ability to produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g. to entertain), or audience including.
	The writing prompt scoring criteria measure the following:
	   a. Ability to orient the reader by setting up the context for the story and introducing a narrator and/or characters (4.WL.j1)
	   b. Ability to use concrete words and phrases and sensory details to convey experiences and events (4.WL.k2)
	   c. Ability to use dialogue and description to develop experiences and events or show the responses of characters to situations (4.WL.k1)
	   d. d. Ability to generate a concluding statement or paragraph that follows from narrated experiences or events (4.WL.m1)
		4	Writing Literary

4.WL.o1.EU	Given a specific purpose, produce a permanent product (e.g., selects text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).
	The selected response items address the following:
	  a. Describe character and setting for a given text (4.WL.j1)
	  b. Select descriptive words that help develop the story (i.e., relevant description vs. non relevant) (4.WL.k1)
	  c. Select descriptive words that convey an experience or event (4.WL.k2)
	  d. d. Identify the appropriate ending (4.WL.m1)
		4	Writing Literary

5.WI.b3	Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect)	5	Writing Informative
5.WI.b3.FKSA	Ability to organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect)	5	Writing Informative
5.WI.b3.EU	Identify relationship of set of items in various categories (definition, classification, compare/contrast, cause/effect)	5	Writing Informative
5.WI.d1	Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples	5	Writing Informative
5.WI.d1.FKSA	Ability to support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples	5	Writing Informative
5.WI.d1.EU	Identify facts and details related to a specified topic	5	Writing Informative
5.WL.b1	Orient the reader by establishing a situation and introducing a narrator and/or characters.	5	Writing Literary
5.WL.b1.FKSA	Ability to orient the reader by establishing a situation and introducing a narrator and/or characters	5	Writing Literary
5.WL.b1.EU	Describe character and setting for a given text	5	Writing Literary
5.WL.h1	Produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g. to entertain), or audience	5	Writing Literary

5.WL.h1.FKSA	Ability to produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, purpose (e.g. to entertain), or audience.
	The writing prompt scoring criteria measure the following:
	  a. Ability to orient the reader by establishing a situation and introducing a narrator and/or characters (5.WL.b1)
	  b. Ability to use concrete words and phrases and sensory details to convey experiences and events (5.WL.d1)
	  c. Ability to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (5.WL.c2)
	  d. Ability to generate a concluding statement or paragraph that follows from narrated experiences or events (5.WL.g1)
		5	Writing Literary

5.WL.h1.EU	Given a specific purpose, produce a permanent product (e.g., selects text appropriate to the purpose, identify descriptive sentences, and select a concluding statement). The selected response items address the following: a. Describe character and setting for a given text (5.WL.b1) b. Select dialogue that helps develop the story (5.WL.c2) c. Select descriptive words that convey an experience or event (5.WL.d1) d. Identify the appropriate ending (5.WL.g1)	6	Writing Literary
6.WI.h2	Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	6	Writing Informative
6.WI.h2.FKSA	Ability to produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). The writing prompt scoring criteria measure the following: a. Ability to provide an introduction that includes context/background information to establish a central idea or focus about a topic (6.WI.c1) b. Ability to organize ideas, concepts, and information (e.g., using descriptions, classification, comparison/contrast, cause/effect) (6.WI.b2) c. Ability to use precise language and domain-specific vocabulary to inform about or explain the topic (6.WI.d2) d. d. Ability to develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples (6.WI.d1)	6	Writing Informative
6.WI.h2.EU	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement). The selected response items address the following: a. Identify the text structure of a provided text (6.WI.c1) b. Identify an appropriate introduction that matches a given informational text (6.WI.b2) c. Identify a relevant fact, quote, example, detail, or definition that addresses the topic (6.WI.d1)) d. Identify precise language within a provided informational text (6.WI.d2 e. Identify the appropriate concluding section for a provided informational text (6.WI.g1)	6	Writing Informative
6.WL.c1	Organize ideas and events so that they unfold naturally	6	Writing Informative
6.WL.c1.FKSA	Ability to organize ideas and events so that they unfold naturally	6	Writing Informative
6.WL.c1.EU	Identify the order of events given a short passage/text (e.g., sequence a set of events from an adapted chapter).	6	Writing Literary
6.WL.c3	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	6	Writing Literary

6.WL.c3.FKSA	Ability to use a variety of transition words, phrases, and/or clauses to signal shifts from one time frame or setting to another	6	Writing Literary
6.WL.c3.EU	Match transition words, phrases, and clauses within a text	6	Writing Literary
7.WI.o1	Produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	7	Writing Informative
7.WI.o1.FKSA	Ability to produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (reader). The writing prompt scoring criteria measure the following: a. Ability to introduce a topic clearly, previewing information to follow and summarizing stated focus (7.WI.j3) b. Ability to organize ideas, concepts, and information (e.g., using descriptions, classification, comparison/contrast, cause/effect) (7.WI.j2) c. Ability to use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing (7.WI.k1) d. Ability to use precise language and domain-specific vocabulary to inform about or explain the topic (7.WI.l1) e. Ability to develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples (7.WI.m1) f. Ability to provide a concluding statement or section that follows from and summarizes the information presented (7.WI.n1)	7	Writing Informative
7.WI.o1.EU	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement). The selected response items address the following: a. Identify the text structure of a provided text (7.WI.j2) b. Identify an appropriate introduction that matches a given informational text (7.WI.j3) c. Identify transitional words within a provided text (7.WI.k1) d. Identify precise language within a provided informational text (7.WI.l1) e. Identify a relevant fact, quote, example, detail, or definition that addresses the topic (7.WI.m1) f. Identify the appropriate concluding section for a provided informational text (7.WI.n1)	7	Writing Informative
7.WL.l1	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	7	Writing Literary
7.WL.l1.FKSA	Ability to use relevant descriptive details to capture the action and convey experiences and events	7	Writing Literary
7.WL.l1.EU	Identify a visual image to match provided text	7	Writing Literary
7.WL.o1	Select or provide a concluding statement or paragraph that follows from the narrated experiences or events	7	Writing Literary
7.WL.o1.FKSA	Ability to select a conclusion that follows from the narrated experiences or events	7	Writing Literary

7.WL.o1.EU	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events	7	Writing Literary
8.WI.o1	Produce a clear coherent permanent product (e.g., generate responses to form paragraph or essay) that is appropriate to the specific task, (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	8	Writing Informative
8.WI.o1.FKSA	Ability to produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that isappropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader): The writing prompt scoring criteria measure the following: a. Ability to provide a clearintroduction, previewing information to follow and summarizing stated focus (8.WI.j3) b. Ability to create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions,sequence, and problem/solution) (8.WI.j2) c. Ability to use precise language and domain-specific vocabulary to inform about or explain the topic (8.WI.l1) d. Ability to use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing (8.WI.k1) e. Ability to develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples (8.WI.m1) f. Ability to provide a concluding statement or section that follows from and supports the information or explanation presented (8.WI.n1)	8	Writing Informative
8.WI.o1.EU	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement). The selected response items address the following: a. Identify the text structure of a provided text (8.WI.j2) b. Identify an appropriate introduction that matches a given informational text (8.WI.j3) c. Identify transitional words within a provided text (8.WI.k1) d. Identify precise language within a provided informational text (8.WI.l1) e. Identify a relevant fact, quote, example, detail, or definition that addresses the topic (8.WI.m1) f. Identify the appropriate concluding section for a provided informational text (8.WI.n1)"	8	Writing Informative
8.WP.j1	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources	8	Writing Persuasive
8.WP.j1.FKSA	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print sources	8	Writing Persuasive
8.WP.j1.EU	Identify sources of information relevant to the topic (e.g., print and/or digital)	8	Writing Persuasive

8.WP.k2	Create an organizational structure in which ideas are logically grouped to support the writer's claims	8	Writing Persuasive
8.WP.k2.FKSA	Ability to create an organizational structure in which ideas are logically grouped to support the writer's claims	8	Writing Persuasive
8.WP.k2.EU	Given a writer's claims, identify the writer's perspective on the topic (e.g., pro or con)	8	Writing Persuasive
1112.WI.b2	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus	11	Writing Informative
1112.WI.b2.FKSA	Ability to create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus	11	Writing Informative
1112.WI.b2.EU	Identify information that doesn't belong in a paragraph based on an organizational structure (e.g., examples, descriptions, cause/effect, compare/contrast)	11	Writing Informative

1112.WI.b4	Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience	11	Writing Informative
1112.WI.b4.FKSA	Ability to select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience	11	Writing Informative
1112.WI.b4.EU	Match details, facts, or examples to a topic	11	Writing Informative
1112.WP.f1	Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, or audience.	11	Writing Persuasive
1112.WP.f1.FKSA	Ability to produce a clear coherent permanent product (e.g., generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., make changes to menu at school cafeteria), purpose (e.g., to persuade), or audience (e.g., school administrators). The writing prompt scoring criteria measure the following: a. Ability to introduce claim(s) for an argument that reflect(s) knowledge of the topic (1112.WP.b3) b. Ability to create a writing organizational structur (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) logically sequencing claim(s), counterclaim(s), reason(s), and evidence (1112.WP.b6) c. Ability to use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence (1112.WP.c3) d. Ability to develop clear claim(s) with the most relevant evidence for a topic or text (1112.WP.c1) e. Ability to use context or related text to establish the significance of the claim(s) (1112.WP.b4) f. Ability to provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic (1112.WP.e1)	11	Writing Informative

1112.WP.f1.EU	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).
	The selected response items address the following:
	   a. Identify the claim within a Persuasive/Argument text.
	   b. Identify context that establishes the importance of a provided claim
	   c. Identify a reason/evidence that supports a claim within a Persuasive/Argument text.
	   d. Identify evidence that is most relevant/important/convincing for a provided claim.
	   e. Identify appropriate words, phrases, and/or clauses to help support claims and/or evidence within a Persuasive/Argument/Argument/Argumentative text.
	   f. Identify an appropriate concluding statement/section within a persuasive text.
		11	Writing Persuasive