

Parent University

How Parents Can Support the Common Core Writing Standards

Julie Droller, Principal, Saugatuck Elementary School

Beth Messler, Assistant Principal, Coleytown Elementary School

Kim Ambrosio, District Literacy and Math Support

Common Core Standards: Writing

Anchor Standards for K-12



College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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 tasks, purposes, and audiences.

Progression of CCSS

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
<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>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.</p>	<p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>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.</p>	<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Text Types and Purposes

What it means...

- We write for different purposes:
 - ***Opinion*** pieces about books/topics
 - ***Informative*** pieces with facts about a topic
 - ***Narrative*** pieces about specific events

Writing is Practical

Dear tooth fairy,
my tooth whint down
the drone. It was an
acci dent.
Wil you take the
eyelash insted



From
Emer.

Grocery List



Milk
Eggs
Milk
Milk



The Cattfish

The cattfish lives in the water. It has
an oval shape that changes and is
about 18 inches long. It has fins
down the side for its body. Its
mouth is drawn out into 8 inches
like arms that are continuously
moving about. It also has 20 longer
fingers or tentacles that have suckers
on their ends with which it catches
its prey. It is grey in color on top of its
head. The cattfish moves by undulating
its fins. It can also suck water in
and blow it out quickly so that
it travels backward by jet propulsion.



Text Types and Purposes

How **parents** can help...

- Show the types of writing you do
- Discuss writing for work vs. friends
- Encourage writing opinions (reviews)
- Read a variety of texts
- Talk about author's craft in the text you read

Production and Distribution

What it means.... Writing within a *process*



Production and Distribution

How **parents** can help...

- Ask guiding questions to generate ideas
- Encourage your child to rehearse out loud
- Let your child have a go at it
- Model rereading for clarity

Production and Distribution

How **parents** can help...

- Leave it alone!
- Share your child's writing with an audience
 - email stories and poems written by your child
 - keep a family blog
 - writing contests/publications for kids

Research to Build and Present Knowledge

What it means...

- Investigate a topic or question
- Research to gather information
- Use multiple print and digital sources
- Write and present findings

Research to Build and Present Knowledge

How **parents** can help...

- Talk about topics of interest
- Notice, wonder, question
- Read informational text
- Explore digital media together
- Write something authentic

Creating a Home Writing Environment

- **Utensils**

- Pencils, crayons, markers, pens



Creating a Home Writing Environment

- **Paper Choice**

- Notebooks, journals, paper, posters, charts



Creating a Home Writing Environment

- **Digital Tools**
 - Computer, digital camera



Creating a Home Writing Environment

- **Communication**
 - Invitations, envelopes, note cards, messages



Creating a Home Writing Environment

- **Editing/Publishing**

Scissors, tape, ribbon, glue, stapler,
erasers, white out



Creating a Home Writing Environment

- **At-home Library**

Read and discuss books with your child:

- reread favorite books and authors
- read from a variety of genres
- notice word choice and author's craft

Questions?