

Progression of Power Writing Standards for K-7

Power Standard	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
W1 – Opinion/Persuasive	Use a combination of drawing, dictating, and writing to compose opinion pieces that 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>).	Write opinion pieces that 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.	Write opinion pieces that 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.	Write opinion pieces on topics or texts, supporting an opinion with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which: Grade 4: related ideas are grouped in paragraphs and sections to support the writer’s purpose. Grade 5: ideas are logically grouped in paragraphs and sections to support the writer’s purpose b. Grade 4: Provide reasons that are supported by facts and details. Grade 5: Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using: Grade 4: words and phrases (e.g., <i>for instance, in order to, in addition</i>). Grade 5: words, phrases, and clauses d. Provide a concluding statement or section related to the opinion presented.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. a. Grade 6: Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections. Grade 7: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. b. Grade 6: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Grade 7: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons(Grade 7: and evidence) d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). e. Provide a concluding statement or section that follows from (Grade 7: and supported) the argument presented.		

Progression of Power Writing Standards for K-7

Power Standard	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
W2- Informational Writing	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts that 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. a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly Grade 4: and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Grade 5: provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Grade 6: Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Grade 7: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Grade 6: Use appropriate transitions to clarify the relationships among ideas and concepts. Grade 7: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from the information or explanation presented.	

Progression of Power Writing Standards for K-7

Power Standard	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
W3- Narrative Writing	Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.		
	a. For poems, use rhyming words to create structure. (See kindergarten Reading Foundational Skills Standard 2a.)	a. Grade 1: For poems, use rhyming words and words that repeat long or short vowel sounds to create structure Grade 2: For poems, use words and phrases that form patterns of sounds to create structure.	a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	a. Engage and orient the reader by establishing a context and Grade 6: introducing a narrator and/or characters; organize an appropriate narrative sequence. Grade 7: and introducing a narrator and/or characters; organize an appropriate narrative sequence			
			b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.	b. Grade 4: Use dialogue and description to develop experiences or events or show responses to situations. Grade 5: Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
			c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)	c. Use a variety of transitional words and phrases to manage sequence.	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another			
			d. Use temporal words and phrases to signal order where appropriate.	d. Grade 4: Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. Grade 5: Use concrete words and phrases and sensory details to convey experiences or events precisely.	d. Use precise words and phrases, relevant descriptive details, figurative and sensory Grade 6: language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. Grade 7: language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.			
			e. Provide a sense of closure.	e. Provide a sense of closure appropriate to the narrated experiences or events.	e. Provide a conclusion that follows from the narrated experiences or events.			