













K-12 Writing - Goals

Oregon K-12 Literacy Framework—Writing (Writing Framework)

Writing goals that focus on students' fluency, productivity, writing quality, and use of the writing process to write multiple forms of text across the content areas—anchor a school's comprehensive writing plan.

	 Goals	 Assessment	 Instruction	 Leadership	 Professional Development	 Commitment
 Schools						
 Districts						
 State						

Setting and Meeting Measurable Writing Goals aligned to the Common Core:

- ★ **Producing:** A critical school responsibility is ensuring K-12 students develop the skills to write fluently, so they are able produce the amount (and quality) of writing necessary to complete school assignments and other academic tasks. Specifically, fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) are essential for proficient, fluent writing.
- ★ **Adapting written communication:** A primary writing goal across K-12 is that students must adapt their written communication to audience, task, purpose, and discipline, *and* apply the conventions associated with different writing genres. Specifically, students must develop proficiency with *argument*, *informational/explanatory*, and *narrative writing* in the CCSS.
- ★ **Developing coherent written products using the writing process:** K-12 students use all aspects of the writing process (e.g., plan, organize, write, edit, revise) to produce high quality, coherent writing.

- ★ **Writing to Learn:** K-12 students must use writing to think and learn (e.g., writing to learn, writing in the content areas), respond to reading tasks (e.g., use of written summarization, writing comprehension questions for class discussion), and research and build knowledge (e.g., research projects and data gathering).
- ★ **Writing routinely:** K-12 students must write frequently and regularly over extended and shorter timeframes.

K-12 Writing Goals and the Common Core

Meeting or exceeding grade-level formative and summative writing goals means that students have met the Common Core State Standards (CCSS) expectations for writing knowledge and skills. Specifically, students must write fluently and productively; write for a variety of purposes (e.g., multiple text types) and audiences; purposefully engage in each step of the writing process; demonstrate their ability to incorporate the mechanics of good writing in each written text they produce (e.g., writing quality); use writing to learn; and spend instructional time writing. **Not meeting** grade-level formative and summative writing goals means that students need additional instructional support designed to improve their opportunities to meet grade level goals aligned to the CCSS.

K-12 CCSS Anchor Standards for Writing: The “What” of Writing

Text Types and Purposes (and subgenres)

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 literacy 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.

Early and Comprehensive Writing Instruction across K-12

Students become proficient writers when they communicate their ideas, thoughts, and opinions effectively. Proficiency can be achieved by providing students with explicit writing instruction and opportunities to practice the writing process (e.g., planning, drafting, revising, and editing) across multiple text types, content areas, and forms of writing **beginning in kindergarten and continuing across the K-12 grade span**. Students who receive strong writing support on the Common Core State Standards (CCSS) for Writing, beginning in early elementary, will be able to meet grade-level writing goals, experience success throughout school as proficient writers, demonstrate proficiency in writing to earn an Oregon diploma, and be college and career-ready—without the need for writing remediation. The **CCSS describe “What”** writing skills students need at each grade level and **K-12 Writing describes “How”** schools can support all students to meet CCSS Writing expectations. Effective written communication requires language use, vocabulary use, and high levels of content understanding.

Significant challenges, however, face students who struggle to become proficient writers. At the **elementary school level**, for example, students who struggle to acquire and demonstrate writing proficiency are likely to earn lower grades, particularly in classes where writing is the primary means of evaluating student skills and knowledge (Cutler & Graham, 2008; Graham, Harris, & MacArthur, 2004). In addition, **older students** who fail to develop strong writing skills are “unlikely to realize their occupational or personal potential,” (Graham, Harris, & Olinghouse, 2007) as evidenced by recent survey data from employers.

For *any* K-12 student, learning to write can be challenging. Writing is a **demanding cognitive process**, further complicated by the iterative nature of the writing process. For example, we write about what we read, and we read what we write. From a writing perspective, **a writer needs to wear multiple hats, know when to change hats, and even understand how to wear some hats simultaneously** (Gleason, 1995). Each hat represents a different component of cognitive processing during the writing process, and each hat requires a different set of skills and strategies. For example, writers need to be Thinkers and Organizers. When wearing the **Thinker–Organizer** hat, the writer determines purpose, anticipates audience, gathers information and sources of evidence, generates ideas, translates ideas, and mentally organizes content. When the writer is wearing the **Author** hat, he or she organizes the thinker's ideas, generates written ideas, and communicates with an audience. As the **Author**, the writer also fluently produces text while the Thinker composes. As the **Reader**, the writer builds coherence from what is read, obtains new ideas, and tells the Editor what to edit. Finally, with the **Editor** hat, the writer hand-writes or types, punctuates, capitalizes, and indents. The Editor also communicates with the Thinker-Organizer, Reader, and Author about *revisions* related to the text's purpose, content, and ideas. Writing instruction aligned to the Common Core State Standards (CCSS) introduces these writing “roles” at grade-appropriate levels, building college and career-ready writing skills of integrated cognitive tasks (“hats”) during a 13-year process.

Writing is also complex because writing communicates. In other words, writing is deeply *expressive* with profound thought-provoking potential. It is not just writing; rather, it is also about the relationship, or written conversation, that is created among readers and other writers. Because writing is

communication, it is inherently a social or communal act (Goldberg, 2010). Writing skills, therefore, are socially critical. The ability to write allows the communication of knowledge and ideas, and provides opportunities to articulate a perspective and persuade others (Graham, et al., 2004). Not unexpectedly, students who struggle with writing are limited in self-expression and are often at a disadvantage when communicating with others (Graham, et al., 2004; Penner-Williams, Smith, & Gartin, 2009).

Given the cognitive and social complexities inherent in the writing process, research indicates that waiting until later grades to begin formal writing instruction and address student challenges can be very problematic and that many difficulties students experience are likely to be ameliorated by early instruction (Cutler & Graham, 2008). At the secondary school level, for example, writing is the “major means by which students demonstrate their knowledge in school, and the primary instrument that teachers use to evaluate academic performance” (Graham, et al., 2004). And many of the problems that students experience in writing in secondary settings have their antecedents in the early grades. Instructing and intervening early in writing is not only a scientifically validated approach, it is also extremely cost effective.

According to a national survey conducted by the *National Commission on Writing* (2004), **strong writing skills are a critical component of professional opportunities**: those who cannot write and communicate clearly are unlikely to be hired, and if they are hired, they are unlikely to remain in their position long enough to be considered for promotion. As a result, the ability to write proficiently is an **economic imperative** (Juzwik, et al., 2006). Moreover, there is also an increased importance placed on knowledge and information in today’s “**knowledge economy**,” most of which is communicated through writing (Brandt, 2005). With an increased emphasis of proficient writing required for success in fiscal and knowledge economies, there is a corresponding increased demand on schools to prepare students to write well for numerous purposes and audiences (National Council of Teachers on English, 1991).

Reflecting the increased demands for proficient writing skills, and writing’s inherent complexity, writing instruction should begin as soon as students enter school (Cutler & Graham, 2008; Graham, et al., 2004). Although the focus of writing instruction will shift across the grades as students’ knowledge and writing skills develop, providing explicit, exemplary, and continuous writing instruction across K-12 helps (a) maximize students’ writing development (Graham, et al., 2004). The Common Core State Standards for Writing and Language K-5 and 6-12 English Language Arts, and the 6-12 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects emphasize the importance of explicit writing instruction from early elementary school through the end of high school across all subjects.

Summative Writing Goals Anchor Writing Instruction

Students who are college and career-ready in writing and language are fluent, productive, and proficient writers. College and career-ready students have mastered the Writing and Language Common Core State Standards (CCSS) and are able to write independently; convey strong content knowledge in writing; respond to the varying demands of audience, task, purpose, and discipline; comprehend and write thorough critiques; value and use relevant evidence; use technology and digital media strategically and capably for written expression; and use writing to convey an understanding of different perspectives and cultures (CCSS, Introduction, p. 7).

The Common Core College and Career-ready (CCR) Anchor Standards for Writing specify what college and career-ready students should be able to do as writers by the end of grade 12. To ensure all students graduate from high school college and career-ready, the CCSS include grade-specific, summative goals for

K-12, directly corresponding by number to each CCR Anchor Standard. In other words, each grade-specific standard translates the broader CCR goal into a grade-appropriate, summative expectation (for additional information on the CCSS design, see "[K-12 Teachers: Building Comprehension in the Common Core](#)," pp. R-36-38, [Oregon Literacy Plan](#)).

The following example illustrates how the first, grade-specific CCSS for Writing at every grade level (from ELA K-5 and 6-12, and 6-12 Literacy for History/Social Studies, Science, and Technical Subjects for 6-12) aligns with the first CCR Anchor Standard for Writing, "Write arguments to support claims in an analysis of substantive topics or texts, using valid, reasoning and relevant and sufficient evidence." Notice how each grade-specific standard represents a progressive, developmental interpretation of the first CCR Writing Standard. Starting in kindergarten, for example, students should use a combination of drawing, dictating, and writing to compose opinion pieces (e.g., tell what you liked and/or didn't like about a book, the weather, lunch, etc.) by the end of the school year. Also note how the written argument builds in complexity across grade levels. By grades 11/12, students are expected to write arguments that include precise, knowledgeable claim(s) and counterclaims; relevant evidence for both claims and counterclaims; a recognition of the audience's knowledge level, concerns, values, and possible ideas; words, phrases, and clauses as well as varied syntax; a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and a concluding statement or section that follows form and supports the argument presented. See the Grade 11/12 Standard in the following table for the entire outline of what Grade 11/12 students should include in their written arguments for English Language Arts and also for Literacy in History/Social Studies, Science, and Technical Subjects.

CCR Anchor Standard for Writing: 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.		
Writing CCSS for K-5 ELA	Kindergarten	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>).
	First	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.
	Second	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.
	Third	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCR Anchor Standard for Writing: 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.		
		<ul style="list-style-type: none"> 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.
	Fourth	<ul style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
	Fifth	<ul style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
Writing CCSS for 6-12 ELA	Sixth Grade	<ul style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using 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. d. Establish and maintain a formal style.

CCR Anchor Standard for Writing: 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.		
		<ul style="list-style-type: none"> e. Provide a concluding statement or section that follows from the argument presented.
	Seventh Grade	<ul style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. 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 create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Eighth Grade	<ul style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. 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 create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Ninth-Tenth Grades	<ul style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each

CCR Anchor Standard for Writing: 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.		
		<p>while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
	Eleventh-Twelfth Grades	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
Writing CCSS for 6-12 Literacy in History/SS, Science, and Tech. Subjects	Sixth-Eighth Grades	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>

CCR Anchor Standard for Writing: 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.		
		<ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Ninth-Tenth Grades	<ul style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
	Eleventh-Twelfth Grades	<ul style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s

CCR Anchor Standard for Writing: 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.		
		<p>knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>

Setting Measurable Writing Goals Aligned to the Common Core

In this section the five fundamental and measurable goals are described with the applicable Common Core CCR Anchor Standards linked to each goal. Several CCR Anchor Standards overlap and are listed across several goals. The overlap is intentional and represents the integrated approach to instruction posited by the CCSS. The descriptive text for each goal provides a preview as well as an overview of the content presented in the remaining *K-12 Writing* chapters. To help with the first step of implementation—, development of District and School Writing Plans based on the goals—, planning notes are included for each. Like District and School Reading Plans, **Writing Plans** are fundamental for promoting K-12 student writing achievement. The notes are intended to help prompt reflection and also serve as a “bookmark” for later discussion as district and school staff complete the Writing Self-Assessments, Writing Plans are developed, and the Writing Implementation Guides are consulted to gauge progress.

1. Producing: A critical school responsibility is ensuring K-12 students develop the skills to write fluently and productively. Specifically, fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) are essential for proficient writing.

CCSS		
College and Career Readiness Anchor Standards for Writing and Language		
Writing	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
		6. Use technology , including the Internet, to produce and publish writing and to interact and collaborate with others.
Language	Conventions of Standard	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS	
College and Career Readiness Anchor Standards for Writing and Language	
English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for the meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts , and consulting general and specialized reference materials, as appropriate.
	5. Demonstrate an understanding of figurative language, word relationships and nuances in word meanings.
	6. Acquire and use accurately a range of general academic and domain-specific phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing instruction in the **elementary grades** should focus on the development of fluent discourse knowledge, or the fluent command of transcription skills (e.g., handwriting, typing), spelling, language, and the conventions of standard English that are required when writing (Olinghouse & Graham, 2009). Explicit instruction and practice with handwriting, keyboarding, spelling instruction, vocabulary, and language use (e.g., conventions of conventional English grammar, usage, and mechanics) are necessary for students to become fluent and productive writers (CCSS, Writing Standards 4 and 6; Language Standards 1-6). These writing skills are the necessary foundational components that underlie the very act of writing (Graham, et al., 2004; Troia & Graham, 2003). Without fluent foundational writing skills, a writer’s attention becomes consumed with the function of transcribing (e.g., handwriting, keyboarding), sentence constructing, spelling, and/or word searching. With attention focused heavily on foundational skills, resources available for the “higher-level” act of composing is severely limited and overall writing content and quality can be compromised.

A similar emphasis on fluent foundational skills is also applicable for the intermediate and secondary grades. For example, fluent keyboarding and technology use, use of discipline-specific vocabulary, and sentence building strategies might be emphasized during writing instruction in the intermediate and secondary grades. Morphological awareness and word study instruction is also a critical foundational skill for writing at the intermediate and secondary level (CCSS Language Standard 4). Research indicates, for example, that learning about word parts (e.g., prefixes, suffixes) can improve writing achievement, particularly for struggling writers (Berninger, Raskind, Richards, Abbott, & Stock, 2008; Hurry, Nunes, & Bryant, 2005).

Additionally, instruction for **struggling writers (regardless of age/grade)** should focus on foundational writing skills, as needed, to provide them with the support and skills needed to become successful, proficient writers.

School Writing Plan: Goal 1 Planning Notes

- Include foundational skills in K-12 writing instruction.
 - Elementary grades should emphasize the development of fluent handwriting, technology, spelling, vocabulary, and language.
 - Intermediate and secondary grades should emphasize the development of fluent keyboarding, technology, discipline-specific vocabulary, language (e.g., sentence building), and morphological awareness/word study.
 - Instruction for struggling writers, regardless of age/grade should focus on foundational writing skills as needed.
- Include sufficient time for both foundational skills and “higher-level” composing skills in writing instruction.

2. Adapting written communication: A primary writing goal across K-12 is that students must adapt their written communication to audience, task, purpose, and discipline, *and* apply the conventions associated with different writing genres. Specifically, students must develop proficiency with *argument*, *informational/explanatory*, and *narrative writing* in the CCSS.

CCSS	
College and Career Readiness Anchor Standards for Writing	
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.
Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS College and Career Readiness Anchor Standards for Writing	
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.

Common Core Writing Standards 1-3 emphasize that students in grades K-12 write different text types and use writing for multiple purposes. Students of *all* ages need the opportunity to practice different types of writing (e.g., descriptive, persuasive, informational, personal narratives, reports, editorials, research papers, etc.) because each different text type and form of writing requires its own discourse knowledge. In other words, **each text type follows a specialized discourse based on text structure, writing conventions, and language.**

Writing various text types places different **cognitive demands** on the writer. For example, the cognitive demands required for writing argument text are very different compared to the thinking required when planning how story elements will be written in narrative text. Regardless of the cognitive demand, however, most students are not receiving sufficient opportunities to practice the different types and forms of writing necessary for educational, occupational, and social success (Kiuvara, Graham, & Hawken, 2009; National Commission on Writing, 2003).

For example, surveys of intermediate and secondary teachers reveal that across the grade levels, students spend the majority of their limited writing time engaged in five writing tasks: (1) short answer responses to homework questions; (2) response to materials read; (3) completing worksheets; (4) journal writing; and (5) summarizing materials they have read (Gilbert & Graham, 2010; Kiuvara, et al., 2009). Although these are useful ways to reinforce learning (Kiuvara, et al., 2009), other types of writing, such as persuasive writing, report writing, and explanatory writing, are needed for success in college and work and should be emphasized in writing instruction (Gilbert & Graham, 2010). **Students, especially those in the upper grades, require frequent opportunities to write longer texts and texts from different genres (i.e., text types).** CCSS Writing Standard 10, for example, sets the expectation that students in grade 4 and above should *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.*

Most importantly, note how the CCSS specify argument, explanatory/informational, and narrative writing as the three featured text types. As seen earlier with the example of how argument text is developed across grade-levels (i.e., CCR Standard 1), all K-12 students are expected to write within each genre. It's also important to note that there are many different types of text within each of the three featured text types. For additional information about the text types and forms of text structure that fall within argument, explanatory/ information, narrative genres, see the discussion on "Emphasizing High-Quality, Complex Information Text" and the organizational frame illustrating the range of CCSS text types in "[K-12 Teachers: Building Comprehension in the Common Core](#)," pp.R-10-11, Oregon Literacy Planthe K-12 Reading Plan's "CCR and CCSS Have you Ever. . ." section.

School Writing Plan: Goal 2 Planning Notes

- Ensure all CCSS- featured text types (e.g., argument, explanatory/informational, narrative) are included in K-12 writing instruction.
- Include foundational *and* “higher-level” skill components in K-12 writing instruction for all text types.
- Address all phases of the writing process in K-12 writing instruction focused on argument, explanatory/informational, *and* narrative writing.
- Explicitly teach K-12 students how to write argument, explanatory/informational, and narrative text types.

3. Developing coherent products using the writing process: K-12 students use all aspects of the writing process (e.g., plan, organize, write, edit, revise) to produce high quality, coherent writing.

CCSS	
College and Career Readiness Anchor Standards for Writing	
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 an 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.

As discussed previously, writing is a complex, recursive process that requires an internal orchestration of planning, organizing, writing, editing, revising, and re-writing skills. Good writers often employ multiple processes, such as editing, revising, and re-writing, simultaneously. Each component of the writing process is itself complex. For example, planning a written composition requires an understanding of the topic and purpose of the writing task, brainstorming and idea-generating, an ability to sort relevant from irrelevant ideas (e.g., main ideas from details), and organization skills (e.g., an understanding of how ideas will be grouped and sequenced).

To help *all* K-12 students negotiate the complexity of the writing process, each component of the writing process should be explained, modeled, and demonstrated to students through the use of explicit instruction. **Explicit instruction is designed to make the strategies, internal self-talk writers use, and text structure of each genre—visible to students.** Writing strategies become overt when explicit instruction is used to model and demonstrate them; follow-up guided practice is included to provide an opportunity for students to try them with teacher coaching, and finally independent writing practice helps students solidify the new learning (Baker, Gersten, & Graham, 2003; MacArthur, 2006). In other words, **students develop highly proficient writing skills and learn how writing works when they are explicitly taught strategies for planning, writing, editing, and revising text.**

School Writing Plan: Goal 3 Planning Notes

- Explicitly teach K-12 students *all* phases of the writing progress.
- Explicitly teach K-12 students how to use writing strategies throughout the writing process.
- Ensure collaborative writing opportunities and writer’s conferences (e.g., teacher-student writing conferences, peer-student writing conferences) are included in K-12 writing instruction.

4. Writing to Learn: K-12 students must use writing

- To think and learn (e.g., writing to learn, writing in the content areas)
- Respond to reading (e.g., use of written summarization, writing comprehension questions for class discussion)
- Research and build knowledge (e.g., research projects and data gathering).

CCSS	
College and Career Readiness Anchor Standards for Writing	
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating an 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.

Writing is central to most forms of academic inquiry. For example, writing is used for question asking and answering, idea generating, note taking and observing, reflecting, and summarizing. **The use of**

writing for thinking and learning is featured prominently in the CSSS Writing Standards. Writing Standards 7-9 are based on the use of research (i.e., writing) to build and present knowledge. Writing Standard 7, for example, sets the expectation that as early as kindergarten, students should participate in (and later, conduct) short research projects that build knowledge about a particular topic. Writing Standard 9 states that from grade 4 and on, students need to be able to *draw evidence from literary or informational texts to support analysis, reflection, and research.*

School Writing Plan: Goal 4 Planning Notes

- Ensure writing is used for thinking and learning across all K-12 content and discipline-specific instruction.
- Include “writing to learn” (i.e., research) activities and extended projects throughout K-12 writing instruction *and* content-specific instruction.
- Ensure explicit instruction is included in writing instruction related to research and knowledge- building projects (e.g., *show* students how to use writing in the research and learning process).

5. Writing routinely: K-12 students must write frequently and regularly over extended and shorter time frames.

CCSS	
College and Career Readiness Anchor Standards for Writing	
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.

As discussed at the beginning of the chapter, writing is cognitively and socially complex. As a result, **learning to write takes time.** Likewise, writing instruction requires time, and the writing process takes time. Planning for students to write routinely over short as well as extended time frames requires time. While time spent writing is a K-12 student goal, scheduling writing instruction, integrating writing into classroom learning activities, and planning writing instruction *is made easier if the district and school have a parallel goal* focused on increasing the amount of time spent on writing. School and district goals related to time should be periodically refined and re-evaluated based on resources and student needs.

To help students achieve grade- level standards and write at the level required for college and career success, *more* time needs to be devoted to writing instruction (National Commission on Writing, 2003). Research on the average amount of time students spend writing suggests that students in the primary grades (i.e., grades 1-3) spend only 21 minutes per day (105 minutes per week) engaged in the process of writing texts of one paragraph or longer (Cutler & Graham, 2008). Students in the intermediate grades (i.e., grades 4-6) spend approximately 25 minutes per day writing (Gilbert & Graham, 2010).

School Writing Plan: Goal 5 Planning Notes

- Increase the time devoted to writing across all grade levels and content areas. Time should be increased for direct, explicit writing instruction *and* student participation in the writing process for extended and short, more content-specific and integrated timeframes.
- Include a plan for monitoring, refining, and re-evaluating time spent on explicit writing instruction and student participation in the writing process.

Formative Writing Goals Measure Progress

Measurable goals can be established for writing fluency, productivity, and quality (i.e., aligned with text types, content, and stages of the writing process) at the individual student level for the purpose of instructional decision-making. Unfortunately, due to the emerging nature of research on writing assessment, grade-level benchmarks have not been established for K-12 progress monitoring. Individually-referenced goals, however, can be established to measure individual student progress, and districts and schools can use grade-level formative assessments to establish district and school-level norms.

Curriculum-based measures of writing (W-CBM) are used for formative assessment, and consist of a set of writing probes with standardized directions, procedures, and a clearly defined writing prompt. When a W-CBM probe is administered, students write for a specified time period, and quantitative and/or qualitative procedures are used to score the student writing samples. W-CBM are considered reliable indicators of student performance that permit educators to make valid inferences about students' writing proficiency across the grades (Espin, et al., 2000; Fewster & MacMillan, 2002; Jewell & Malecki, 2005; McMaster & Campbell, 2008).

When writing goals focus on fluency and writing productivity, quantitative scoring procedures are used to determine Total Words Written (TWW), Words Spelled Correctly (WSC), Correct Word Sequences (CWS), and/or Correct minus Incorrect Word Sequences (CIWS) produced within a pre-determined amount of time. It is important to note that **W-CBM writing productivity goals are not intended solely for students in the younger elementary grades**. Rather, writing productivity goals, although particularly appropriate for students in the younger elementary grades who are just learning to write, may also be appropriate for older students and struggling writers, especially if grade-appropriate scoring metrics are used. Research has indicated, for example, that more complex scoring metrics, such as Correct minus Incorrect Word Sequences (CIWS) may be more appropriate for students in the upper grades because writing fluency and writing accuracy is addressed (McMaster & Campbell, 2008; Weissenburger & Espin, 2005).

When goals focus on writing quality and how successfully content is communicated, how facts and information are presented, and how clearly thoughts, opinions, or ideas are articulated, W-CBM writing samples can be qualitatively scored with rubrics that are aligned with CCSS Writing and Language Standards and lesson goals and objectives. For example, a rubric can be developed to align with the critical text features of argument text or focus the writing elements of style, organization, and conventions.

For **writing process goals**, “instructionally-based” writing portfolios should be used to help document students' engagement in the planning, drafting, editing, and revising components of the writing process (e.g., CCSS Writing Standard 5). A portfolio could be organized around the goal of writing for different audiences and purposes and require students to include writing samples representing different genres or text types. For example, second graders might include one narrative, one informational/explanatory, and

one opinion paragraph in their writing portfolios to illustrate the critical components for each text type as outlined in CCSS Writing Standards 1-3. In addition to submitting final, polished products, students could also include writing samples that illustrate each phase of the writing process (e.g., planning sheet, first draft, edit and revise check list, final draft). Overall, multiple writing samples from different points in the school year can be assembled in a student’s writing portfolio to document progress. W-CBM writing samples, student self-monitoring graphs, and personal writing goals can also be included in a student’s portfolio.

The chart below summarizes how formative and summative assessment can align with the *K-12 Writing Goals*. Additional information about how to structure and conduct writing assessment is presented in the *K-12 Writing Assessment* chapter.

K-12 Writing Goal Areas	Formative Assessment	Summative Assessment
<p>1. A critical school responsibility is ensuring K-12 students develop the skills to write fluently and productively. Specifically, highly fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) is essential for proficient writing.</p>	<p>W-CBM writing probes with quantitative scoring focused on fluency and productivity.</p>	<p>District-level or school-level summative assessment (e.g., end of year screening) with W-CBM writing probes with quantitative scoring focused on fluency and productivity.</p>
<p>2. A primary writing goal across K-12 is that students must adapt their written communication in relation to audience, task, purpose, and discipline, <i>and</i> apply the conventions associated with different writing genres. Specifically, students must develop proficiency with <i>argument, informational/explanatory, and narrative writing</i>.</p>	<p>W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical text features.</p> <p>Multiple writing samples assembled in a student’s “instructional writing portfolio” to illustrate student writing in different genres.</p>	<p>StateOAKS Writing Assessment</p> <p>District-level or school-level summative assessment (e.g., end of year screening) with W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical text features.</p> <p>Multiple writing samples assembled in a student’s “instructional writing portfolio” to illustrate student writing in different genres.</p>
<p>3. In addition, writing goals for K-12 must emphasize student progress in all aspects of the writing process (e.g., plan, organize, write, edit, revise)</p>	<p>W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on the phases and critical aspects of the writing process.</p> <p>Multiple writing samples assembled</p>	<p>StateOAKS Writing Assessment</p> <p>District-level or school-level summative assessment (e.g., end of year screening) W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait</p>

K-12 Writing Goal Areas	Formative Assessment	Summative Assessment
<i>and</i> the production of high quality, coherent writing.	in a student’s “instructional writing portfolio” to illustrate student’s work at various stages of the writing process (e.g., planning sheets, edit-revise checklists and revision notes).	scoring rubric) focused on the phases and critical aspects of the writing process. Multiple writing samples assembled in a student’s “instructional writing portfolio” to illustrate student’s work at various stages of the writing process (e.g., planning sheets, edit-revise checklists and revision notes).
4. K-12 students should use writing to think and learn (e.g., writing to learn, writing in the content areas), respond to reading (e.g., use of written summaries, writing comprehension questions for class discussion), <i>and</i> research and build knowledge (e.g., research projects and data gathering).	W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical features of “writing to learn” and research activities/projects. Multiple writing samples assembled in a student’s “instructional writing portfolio” to illustrate student’s “writing to learn” and research-related work.	District-level or school-level summative assessment (e.g., end of year screening) with W-CBM writing probes with qualitative scoring (i.e., primary trait and/or analytic trait scoring rubric) focused on critical features of “writing to learn” and research activities/projects. Multiple writing samples assembled in a student’s “instructional writing portfolio” to illustrate student’s “writing to learn” and research-related work.
5. Finally, K-12 students must write routinely over extended <i>and</i> shorter timeframes.	“Instructional writing portfolio” logs illustrating time spent writing, student-self monitoring, student writing process goals, student writing products, etc. School schedule “audits” of scheduled writing time, classroom visits/observation checklists to document % of observed time dedicated to writing.	“Instructional writing portfolio” logs illustrating time spent writing, student-self monitoring, student writing process goals, student writing products, etc. School schedule “audits” of scheduled writing time, classroom visits/observation checklists to document % of observed time dedicated to writing.

Summary

The **five writing goals**—that focus on students’ fluency, productivity, writing quality, and use of the writing process to write multiple forms of text across the content areas—**anchor a school’s comprehensive writing plan**.

The purpose of K-12 writing instruction is to help students achieve the five writing goals aligned to the Common Core Writing and Language Standards, by

- (a) Providing explicit instruction in the writing process, mechanics/conventions, and multiple genres used in good writing
- (b) Providing multiple opportunities to practice writing skills and build productivity across multiple text types and forms of writing.

To ensure that *Oregon* students become proficient writers *as early as possible in their educational careers* – and to establish and maintain proficiency across multiple genres and forms of writing – is a critical educational objective that influences students’ success in school and beyond (National Commission on Writing, 2004).

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