



National Center and State Collaborative

Writing Instructional Families – Writing Across Text Types

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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This document is available in alternative formats upon request.

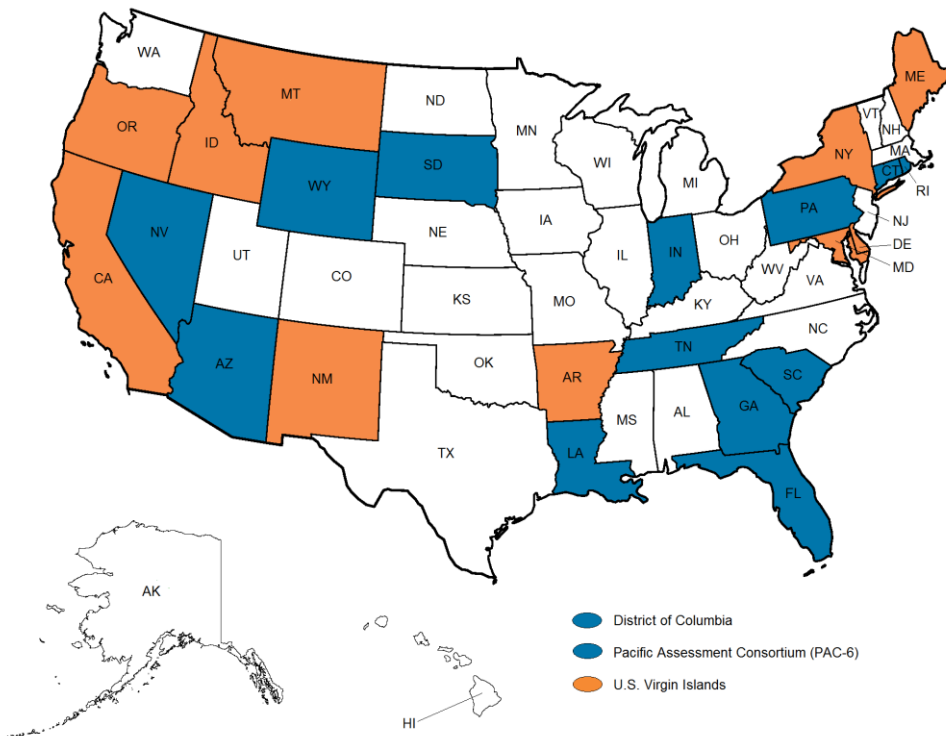


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



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The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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Writing Instructional Families – Writing Across Text Types

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Writing Across Text Types: Distribution of Learning Targets, CCSS Anchor Standards, and Instructional Families

	(K-4) Elementary School Learning Targets					(5-8) Middle School Learning Targets				(9-12) High School Learning Targets	
	<p>E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.</p> <p>E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize and communicate factual information about topics and events for authentic audiences.</p> <p>E.WP Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition-support) and an understanding of topics or texts to develop and support opinions about them for authentic reasons.</p>					<p>M.WL Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).</p> <p>M.WI Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.</p> <p>M.WP Apply organizational strategies (e.g., cause-effect, problem-solution, proposition-support, critique), and use of multiple sources to analyze topics or texts in order to support a claim/thesis for authentic and varied audiences.</p>				<p>H.WL Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts or experiences for authentic and varied audiences.</p> <p>H.WI Apply organizational strategies (e.g., cause-effect, proposition-support, inductive-deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principals, issues, and concepts for authentic and varied audiences.</p> <p>H.WP Apply organizational structures (e.g., proposition-support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.</p>	
Instructional Families (CCSS Anchors & Anchor Standards (AS))	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
Production and Distribution of Writing CCSS AS: W6. Use Technology to Produce and Publish Writing											
Research to Build and Present Knowledge W9. Draw Evidence from Text											
Presentation of Knowledge and Ideas CCSS AS: SL4. Present information appropriate to task, purpose, and audience SL5. Use Technology to Express Information SL6. Demonstrate command of formal English											

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<p>Conventions of Standard English CCSS AS: L1. Demonstrate appropriate grammar usage L2. Demonstrate appropriate use of capitalization, punctuation, and spelling</p>											
<p>Knowledge of Language CCSS AS: L3. Apply knowledge of language functions</p>											
<p>Vocabulary Acquisition and Use CCSS AS: L5. Demonstrate understanding of figurative language and word relationships L6. Acquire academic and domain-specific words</p>											

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Production and Distribution of Writing

W6. Use Technology to Produce and Publish Writing
K.WA.1 With guidance and support from adults, explore a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including in collaboration with peers. K.W.6
1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers. 1.W.6
2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaboration with peers. 2.WA.6
3.WA.1 Develop keyboarding skills. 3.W.6
3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information, and word processing to generate and collaborate on writing). 3.W.6
4.WA.1 Develop keyboarding skills. 4.W.6
4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information, and word processing to generate and collaborate on writing). 4.W.6
5.WA.1 Develop keyboarding skills. 5.W.6
5.WA.2 Use technology to produce and publish writing (e.g., use internet to gather information, and word processing to generate and collaborate on writing). 5.W.6
6.WA.1 Use technology to produce and publish writing (e.g., use internet to gather information, and word processing to generate and collaborate on writing). 6.W.6
6.WA.2 Develop sufficient keyboarding skills. 6.W.6
7.WA.1 Develop sufficient keyboarding skills. 6.W.6
7.WA.3 Use technology to produce and publish writing (e.g., use internet to gather information, and word processing to generate and collaborate on writing). 7.W.6
8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing). 8.W.6
910.WA.1 Use technology to produce and publish writing (e.g., use internet to gather information, and word processing to generate and collaborate on writing). 9-10.W.6
1112.WA.1 Use technology to produce and publish writing (e.g., use internet to gather information, and word processing to generate and collaborate on writing). 11-12.W.6

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Research to Build and Present Knowledge

W9. Draw Evidence from Text
7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.
7.W.9
8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research. 8.W.9a; 8.W.9b
910.WA.2 Provide evidence from literary or information texts to support analysis, reflection, and research. 9-10.W.9a; 9-10.W.9b
1112.WA.2 Provide evidence from literary or information texts to support analysis, reflection, and research. 11-12.W.9a; 11-12.W.9b

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Presentation of Knowledge and Ideas

SL4. Present Information Appropriate to Task, Purpose, and Audience.
3.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details. 3.SL.4
4.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details 4.SL.4
5.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details 5.SL.4
6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details. 6.SL.4

SL5. Use Technology to Express Information

K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions. **K.SL.5**

1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions. **1.SL.5**

2.WA.3 Use drawings or other visual displays to clarify ideas, thoughts, and feelings. **2.SL.5**

3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details. **3.SL.5**

4.WA.4 Add audio recordings and visual displays to presentations when appropriate to emphasize or enhance the development of main ideas or themes. **4.SL.5**

5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic. **5.SL.5**

5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme. **5.SL.5**

6.W.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **6.SL.5**

6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme. **6.SL.5**

7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **7.SL.5**

8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **8.SL.5**

9-10.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **9-10.SL.5**

11-12.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **11-12.SL.5**

SL6. Demonstrate Command of Formal English

1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation. **1.SL.6**

2.WA.4 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation. **2.SL.6**

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Conventions of Standard English

L1. Demonstrate Appropriate Grammar Usage
K.WA.3 Print many upper- and lowercase letters. K.L.1a
K.WA.4 Use high frequency nouns in dictating or writing. K.L.1b
K.WA.6 Complete sentences in a shared language activity. K.L.1f
1.WA.4 Print upper- and lowercase letters. 1.L.1
1.WA.5 Use frequently occurring nouns in dictating or writing. 1.L.1b
1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>) in writing. 1.L.1b
1.WA.7 Use frequently occurring adjectives in dictating or writing. 1.L.1f
1.WA.8 Use singular and plural nouns with matching verbs in basic sentences. 1.L.1c
1.WA.9 Use verbs to convey a sense of past present or future in writing. 1.L.1e
1.WA.10 Use frequently occurring prepositions (e.g., <i>on, in</i>) in dictating or writing. 1.L.1
3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. 3.L.1b; 3.L.1c; 3.L.1d; 3.L.1g
3.WA.6 Use simple and compound sentences in informative/explanatory writing. 3.L.1i
3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs. 3.L.1b; 3.L.1c; 3.L.1d; 3.L.1g
3.WA.8 Use correct subject-verb and pronoun-antecedent agreement. 3.L.1f
4.WA.5 Use relative pronouns and relative adverbs in writing. 4.L.1
4.WA.6 Use prepositional phrases in writing. 4.L.1e
4.WA.7 Produce simple, compound, and complex sentences in writing. 4.L.1f
4.WA.8 Recognize and correct fragments and run-on sentences. 4.L.1f
5.WA.6 Recognize and correct inappropriate shifts in verb tense. 5.L.1
5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition. 5.L.1
5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing. 5.L.1
6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language. 6.SL.1e
6.WA.7 Identify and use pronouns accurately in writing. 6.SL.1a; 6.SL.1b; 6.SL.1c; 6.SL.1d

L1. Demonstrate Appropriate Grammar Usage

7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.

7.L.1

7.WA.6 Use phrases and clauses accurately within a sentence. **7.L.1**

8.WA.4 Use active and passive verbs in writing. **8.L.1b**

8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.

8.L.1c

910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing. **9-10.L.1**

910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial to convey meaning and add interest to writing). **9-10.L.1**

L2. Demonstrate Appropriate Use of Capitalization, Punctuation, and Spelling

K.WA.7 Capitalize the first word in a sentence and the pronoun "I". **K.L.2**

1.WA.14 Use capitalization of first word in sentence, pronoun "I," dates, and names of people. **1.L.2**

1.WA.15 Use end punctuation for sentences. **1.L.2**

2.WA.1 Use end punctuation for sentences. **1.L.2**

2.WA.10 Write a letter or letters for consonant and short-vowel sounds (phonemes). **K.L.2**

2.WA.11 Use end punctuation for sentences. **1.L.2**

2.WA.12 Use conventional spelling for words with common spelling patterns. **2.L.2**

2.WA.13 Capitalize dates, names of people, holidays, product names, and geographic names. **2.L.2**

3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.

3.L.2.a

3.WA.10 Use quotation marks within writing. **3.L.2c**

3.WA.11 Use conventional spelling (e.g., *sitting, smiled, cries*) and spelling patterns (e.g., *word families, syllable patterns, ending rules*) in writing words. **3.L.2e; 3.L.2f**

3.WA.12 Use commas accurately in addresses or dialogue within writing. **3.L.2c**

4.WA.9 Use correct capitalization in writing. **4.L.2a**

4.WA.10 Use commas and quotation marks in writing. **4.L.2b; 4.L.2c**

4.WA.11 Spell words correctly in writing, consulting references as needed. **4.L.2d**

5.WA.9 Use punctuation to separate items in a series. **5.L.2a**

5.WA.10 Use commas accurately in writing. **5.L.2b; 5.L.2c**

5.WA.11 Spell words correctly in writing, consulting references as needed. **5.L.2e**

6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.

6.SL.2a

6.WA.9 Spell words correctly in writing. **6.SL.2b**

7.WA.7 Use commas to separate coordinate adjectives. **7.L.2a**

7.WA.8 Spell words correctly in writing. **7.L.1b**

8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break. **8.L.2a**

8.WA.7 Spell words correctly in writing. **8.L.2c**

910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing. **9-10.L.2a**

910.WA.7 Spell correctly in writing. **9-10.L.2c**

1112.WA.4 Use hyphenation conventions. **11-12.L.2a**

1112.WA.5 Spell correctly in writing. **11-12.L.2b**

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.	M.WL Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).	H.WL Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts or experiences for authentic and varied audiences.
E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize and communicate factual information about topics and events for authentic audiences.	M.WI Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.	H.WI Apply organizational strategies (e.g., cause-effect, proposition-support, inductive-deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principals, issues, and concepts for authentic and varied audiences.
E.WP Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, proposition-support) and an understanding of topics or texts to develop and support opinions about them for authentic reasons.	M.WP Apply organizational strategies (e.g., cause-effect, problem-solution, proposition-support, critique), and use of multiple sources to analyze topics or texts in order to support a claim/thesis for authentic and varied audiences.	H.WP Apply organizational structures (e.g., proposition-support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.

Knowledge of Language

L3. Apply Knowledge of Language Functions
3.WA.13 Choose words and phrases for appropriate effect (e.g., to inform) within writing. 3.L.3a
4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing. 4.L.3a
5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing. 5.L.3
6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing. 6.SL.3a
7.W.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy. 7.L.3a
8.WA.8 Use active and passive voice in writing to achieve particular effect. 8.L.3a
8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect. 8.L.3a
9-10.WA.8 Write and edit work to conform to guidelines in a style manual. 9-10.L.3a
11-12.WA.6 Vary syntax within writing for effect. 11-12.L.3a
11-12.WA.7 Write and edit work to conform to guidelines in a style manual. 11-12.L.3a

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
<i>E.WL Recognize and apply organizational strategies (chronology, problem-solution) and literary techniques (e.g., sensory images, dialogue) to compose a variety of literary texts that express real or imaginary experiences and ideas.</i>	<i>M.WL Apply organizational strategies (e.g., chronology, description, problem-solution), genre-specific features, and literary techniques (e.g., point of view, pacing, figurative language) to compose a variety of literary texts (poems, historical or science fiction, mysteries, etc.).</i>	<i>H.WL Apply organizational and research strategies, literary techniques, and the synthesis of complex ideas to communicate interrelationships of characters, conflicts or experiences for authentic and varied audiences.</i>
<i>E.WI Apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize and communicate factual information about topics and events for authentic audiences.</i>	<i>M.WI Apply organizational strategies (e.g., description, definition, compare-contrast, cause-effect, problem-solution) and multiple reference sources to analyze, integrate, and communicate fact-based information on topics, concepts, and events for authentic and varied audiences.</i>	<i>H.WI Apply organizational strategies (e.g., cause-effect, proposition-support, inductive-deductive reasoning), multiple reference sources, and the synthesis of complex ideas to communicate interrelationships among facts, principals, issues, and concepts for authentic and varied audiences.</i>
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Vocabulary Acquisition and Use

L5. Demonstrate Understanding of Figurative Language and Word Relationships

5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words. **5.L.5c**

6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words. **6.L.5b**

L6. Acquire Academic and Domain-Specific Words

K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **K.L.6**

1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). **1.L.6**

2.WA.14 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). **2.L.6**

3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing. **3.L.6**

4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing. **4.L.6**

5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing. **5.L.6**

6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing. **6.L.6**

7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing. **7.L.6**

8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing. **8.L.6**

L6. Acquire Academic and Domain-Specific Words

910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing. **9-10.L.6**

1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing. **11-12.L.6**