

THE UNIVERSAL Writing CONTINUUM

Alignment of the *Universal Writing Continuum* and the Common Core State Standards

Anchor Writing Standards (K-12) From The Common Core State Standards

Text Types and Purposes

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.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.

W.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

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.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.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.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.

Qualities From The Universal Writing Continuum (Pk-12)

• Ideas/Content ^{W1-4, 7-9}

Includes supporting details that develop the theme or main idea. Writers know the needs of their audience and convey ideas with authority and plausibility.

• Structure/Organization ^{W1-4}

The three TEXT TYPES—argument, informational and narrative—are determined by the writer's purpose, and each contain multiple GENRE with organizational patterns, characteristics, and key elements that make up their internal STRUCTURE.

• Voice/Point of View ^{W4,10}

VOICE is the storyteller coming through with a unique blend of description, character and style. Voice is the life and soul in the writing. Voice changes with the POINT OF VIEW and intended AUDIENCE.

• Word Choice/Description ^{W5}

WORD CHOICE involves using everyday words effectively, choosing precisely the words, including figurative language, to convey the exact shade of meaning. DESCRIPTION is developed with imagery and sensory details that "show" rather than "tell."

• Sentence Fluency/Sentence Structure ^{W5}

SENTENCE FLUENCY is the rhythm that sentences have when read aloud. Sentences should flow from one sentence to the next like speech (or at the more advanced levels like music). SENTENCE STRUCTURE should be varied with different beginnings, lengths and structures. Sentence combining can make the writing more concise and add to the fluency. When sentence fragments are used, they are generally in dialogue.

• Conventions ^{W5}

Mechanics, spelling, grammar and usage are attended to in the editing process. Spelling at these levels is in the developmental stages. Students are expected to apply only the skills they have been taught. expected to apply only the skills they have been taught. The "copy editor," an capable adult or older student, may need to finish editing for publication.

• Writing Process ^{W5}

Includes planning/pre-writing, drafting, revising, and editing. Note that not all writing will go through the entire process so this must be assessed accordingly; revision is the critical opportunity for ideas, structure, voice & word choice to develop.

• Spatial Principles/Publishing ^{W6}

Presents textual and visual elements of a message in print or digital formats. Handwriting, drawing and effective use of technology are important, as are creating appropriate graphics and using design elements: line, balance, color, direction, shape, unity and contrast.

• Research and Writing to Learn ^{W7, 8, 9}

Includes notebooks and logs, reflections and responses to questions. Students make comparisons, critical analyses, and evaluation of literary texts, documents, primary source materials and arguments that lead to short and lengthier research reports.

• Attitude and Range of Writing ^{W10}

Attitude and interest in wiring impacts quality and effectiveness of writing. RANGE OF WRITING involves writing 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.

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ANCHOR LANGUAGE STANDARDS (K-12) FROM THE COMMON CORE STATE STANDARDS

Conventions of Standard English

- L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- L.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- L.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.
- L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6:** Acquire and use accurately a range of general academic and domain-specific words and 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

QUALITIES FROM THE UNIVERSAL WRITING CONTINUUM (PK-12)

- **Ideas/Content** ^{L.4, 5, 6}
Includes supporting details that develop the theme or main idea. Writers know the needs of their audience and convey ideas with authority and plausibility.
- **Structure/Organization/Genre**
The three TEXT TYPES—argument, informational and narrative—are determined by the writer's purpose, and each contain multiple GENRE with organizational patterns, characteristics, and key elements that make up their internal STRUCTURE.
- **Voice/Point of View** ^{L.3}
VOICE is the storyteller coming through with a unique blend of description, character and style. Voice is the life and soul in the writing. Voice changes with the POINT OF VIEW and intended AUDIENCE.
- **Word Choice/Description** ^{L.5 & 6}
WORD CHOICE involves using everyday words effectively, choosing precisely the words, including figurative language, to convey the exact shade of meaning. DESCRIPTION is developed with imagery and sensory details that “show” rather than “tell.”
- **Sentence Fluency/Sentence Structure** ^{L.1 & 2}
SENTENCE FLUENCY is the rhythm that sentences have when read aloud. Sentences should flow from one sentence to the next like speech (or at the more advanced levels like music). SENTENCE STRUCTURE should be varied with different beginnings, lengths and structures. Sentence combining can make the writing more concise and add to the fluency. When sentence fragments are used, they are generally in dialogue.
- **Conventions** ^{L.1, 2, 3}
Mechanics, spelling, grammar and usage are attended to in the editing process. Spelling at these levels is in the developmental stages. Students are expected to apply only the skills they have been taught. The “copy editor,” an capable adult or older student, may need to finish editing for publication.
- **Writing Process** ^{L.1, 2, 3, 4}
Includes planning/pre-writing, drafting, revising, and editing. Note that not all writing will go through the entire process so this must be assessed accordingly; revision is the critical opportunity for ideas, structure, voice & word choice to develop.
- **Spatial Principles/Publishing**
Presents textual and visual elements of a message in print or digital formats. Handwriting, drawing and effective use of technology are important, as are creating appropriate graphics and using design elements: line, balance, color, direction, shape, unity and contrast.
- **Research and Writing to Learn/Audience of Self** ^{L.4 & 6}
Includes notebooks and logs, reflections and responses to questions. Students make comparisons, critical analyses, and evaluation of literary texts, documents, primary source materials and arguments that lead to short and lengthier research reports.
- **Attitude and Range of Writing** ^{L.4 & 6}
ATTITUDE and interest in wiring impacts quality and effectiveness of writing. RANGE OF WRITING involves writing 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.

THE UNIVERSAL Writing CONTINUUM

LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS STANDARDS (6-12) FROM THE CCSS

Text Types and Purposes

WHST.1: Write arguments focused on *discipline-specific content*.

WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing

WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information.

Research to Build and Present Knowledge

WHST.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.

QUALITIES FROM THE UNIVERSAL WRITING CONTINUUM (6-12)

- **Ideas/Content** ^{WHST.1, 2, 4, 5, 6, 7, 8 & 9}
Includes supporting details that develop the theme or main idea. Writers know the needs of their audience and convey ideas with authority and plausibility.
- **Structure/Organization/Genre** ^{WHST.1, 2 & 4}
The three TEXT TYPES—argument, informational and narrative—are determined by the writer's purpose, and each contain multiple GENRE with organizational patterns, characteristics, and key elements that make up their internal STRUCTURE.
- **Voice/Point of View** ^{WHST.4}
VOICE is the storyteller coming through with a unique blend of description, character and style. Voice is the life and soul in the writing. Voice changes with the POINT OF VIEW and intended AUDIENCE.
- **Word Choice/Description** ^{WHST.5 & 7}
WORD CHOICE involves using everyday words effectively, choosing precisely the words, including figurative language, to convey the exact shade of meaning. DESCRIPTION is developed with imagery and sensory details that “show” rather than “tell.”
- **Sentence Fluency/Sentence Structure** ^{WHST.5}
SENTENCE FLUENCY is the rhythm that sentences have when read aloud. Sentences should flow from one sentence to the next like speech (or at the more advanced levels like music). SENTENCE STRUCTURE should be varied with different beginnings, lengths and structures. Sentence combining can make the writing more concise and add to the fluency. When sentence fragments are used, they are generally in dialogue.
- **Conventions** ^{WHST.5}
Mechanics, spelling, grammar and usage are attended to in the editing process. Spelling at these levels is in the developmental stages. Students are expected to apply only the skills they have been taught. expected to apply only the skills they have been taught. The “copy editor,” an capable adult or older student, may need to finish editing for publication.
- **Writing Process** ^{WHST.5 & 8}
Includes planning/pre-writing, drafting, revising, and editing. Note that not all writing will go through the entire process so this must be assessed accordingly; revision is the critical opportunity for ideas, structure, voice & word choice to develop.
- **Spatial Principles/Publishing** ^{WHST.6}
Presents textual and visual elements of a message in print or digital formats. Handwriting, drawing and effective use of technology are important, as are creating appropriate graphics and using design elements: line, balance, color, direction, shape, unity and contrast.
- **Research and Writing to Learn/Audience of Self** ^{WHST.7, 8 & 9}
Includes notebooks and logs, reflections and responses to questions. Students make comparisons, critical analyses, and evaluation of literary texts, documents, primary source materials and arguments that lead to short and lengthier research reports.
- **Attitude and Range of Writing** ^{WHST.10}
ATTITUDE and interest in wiring impacts quality and effectiveness of writing. RANGE OF WRITING involves writing 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.

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Range of Writing

WHST.10: Write routinely over extended time frames (time for 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.

NOTES FROM THE CCSS STANDARDS:

It is obvious from the Common Core Standards that Reading and Writing standards are to occur in a rich context of science and social studies:

At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. (CCSS, 2010, p. 33).

We also would like to point out that the CCSS Language skills are to be taught in the context of Reading and Writing, not as isolated skills:

The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts (CCSS, 2010, p. 25).