

How allwritewithme.com fulfills common core state standards*

4 th grade	Common core state standards* writing goals	allwritewithme.com answers goals
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Uses techniques/strategies from authorities in the writing industry, including (but not limited to) Dwight T. Swain, Jack M. Bickham, Les Edgerton, and the Institute of Children’s Literature.
	By the end of the year, 4th grade students should be able to:	allwritewithme.com answers these goals by showing students how to:
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Engage readers. Build character empathy. Introduce story goal/problem. Progress through scenes and events. Convey backstory. <i>Related activities included.</i>
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Use details & dialogue to set tone & characters’ moods. Determine level of detail for story events/sequences. <i>Related activities included.</i>
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	Use words/phrases to get from one major scene to the next.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Use strong verbs and specific nouns. <i>Related activities included.</i>
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	Create and deliver a satisfying ending. <i>Related activities included.</i>
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Connect with readers on a personal, emotional level. Interpret how others react/respond to posted writing. <i>Related activities included.</i>
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Develop a story concept. Evaluate plot, structure, character growth. Polish prose. <i>Related activities and revision check-list included.</i>
W.4.6	...use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	Review and advise others. Receive comments and suggestions from others. Contribute to group writing projects.
W.4.10	...devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)	Navigate the site individually or in small groups.
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	Link to list of commonly misused words
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text	Punctuate and paragraph dialogue. <i>Related activities included.</i>

*Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. NGA Center/CCSSO are the sole owners and developers of the Common Core State Standards.



5 th grade	Common core state standards* writing goals	allwritewithme.com answers goals
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Uses techniques/strategies from authorities in the writing industry, including (but not limited to) Dwight T. Swain, Jack M. Bickham, Les Edgerton, and the Institute of Children’s Literature.
	By the end of the year, 5th grade students should be able to:	allwritewithme.com answers these goals by showing students how to:
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Engage readers. Build character empathy. Introduce story goal/problem. Progress through scenes/events. Convey backstory. <i>Related activities included.</i>
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Use details & dialogue to set tone & characters’ moods. Determine level of detail for story events/sequences. Evaluate amount of time required for particular scenes. <i>Related activities included.</i>
W.5.3c	Use a variety of transitional words, phrases and clauses to manage the sequence of events.	Use words/phrases to get from one major scene to the next.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Use strong verbs and specific nouns. <i>Related activities included.</i>
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	Create and deliver a satisfying ending. <i>Related activities included.</i>
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Connect with readers on a personal, emotional level. Interpret how others react/respond to posted writing. <i>Related activities included.</i>
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Develop a story concept. Evaluate plot, structure, character growth. Polish prose. <i>Related activities and revision check-list included.</i>
W.5.6	...use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	Review and advise others. Receive comments and suggestions from others. Contribute to group writing projects.
W.5.10	...devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)	Navigate the site individually or in small groups.
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses	Use perfect tense for relating backstory. <i>Related activities and link to list of irregular verbs included.</i>

*Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. NGA Center/CCSSO are the sole owners and developers of the Common Core State Standards.



6 th grade	Common core state standards* writing goals	allwritewithme.com answers goals
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Uses techniques/strategies from authorities in the writing industry, including (but not limited to) Dwight T. Swain, Jack M. Bickham, Les Edgerton, and the Institute of Children’s Literature.
	<i>By the end of the year, 6th grade students should be able to:</i>	<i>allwritewithme.com answers these goals by showing students how to:</i>
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Engage readers. Build character empathy. Introduce story goal/problem. Progress through scenes/events. Convey backstory. <i>Related activities included.</i>
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Use details & dialogue to set tone & characters’ moods. Determine level of detail for story events/sequences. Evaluate amount of time required for particular scenes. <i>Related activities included.</i>
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Use words/phrases to get from one major scene to the next.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Use strong verbs and specific nouns. Use details to set mood and tone. <i>Related activities included.</i>
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	Create and deliver a satisfying ending. <i>Related activities included.</i>
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Connect with readers on a personal, emotional level. Interpret how others react/respond to posted writing. <i>Related activities included</i>
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Develop a story concept. Evaluate plot, structure, character growth. Polish prose. <i>Related activities and revision check-list included.</i>
W.6.6	...use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	Review and advise others. Receive comments and suggestions from others. Contribute to group writing projects.
W.6.10	...devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.... Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)	Navigate the site individually or in small groups.

*Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. NGA Center/CCSSO are the sole owners and developers of the Common Core State Standards.

