



SMILE Writing Curriculum
correlation to
2010 Next Generation Sunshine State Standards
(Common Core)
English Language Arts

<http://www.corestandards.org/the-standards/english-language-arts-standards>

English Language Arts Standards » Writing » Kindergarten

Text Types and Purposes

- **W.K.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., *My favorite book is...*).
- **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

- **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

English Language Arts Standards » Reading: Literature » Kindergarten

Key Ideas and Details

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.2.** With prompting and support, retell familiar stories, including key details.
- **RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- **RL.K.4.** Ask and answer questions about unknown words in a text.
- **RL.K.5.** Recognize common types of texts (e.g., storybooks, poems).
- **RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- **RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- **RL.K.8.** (Not applicable to literature)
- **RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- **RL.K.10.** Actively engage in group reading activities with purpose and understanding.

English Language Arts Standards » Reading: Informational Text » Kindergarten

Key Ideas and Details

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

- **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- **RI.K.10.** Actively engage in group reading activities with purpose and understanding.

English Language Arts Standards » Writing » Grade 1

Text Types and Purposes

- **W.1.1.** 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.
- **W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

- **W.1.5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

- **W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

English Language Arts Standards » Reading: Literature » Grade 1

Key Ideas and Details

- **RL.1.1.** Ask and answer questions about key details in a text.
- **RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3.** Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- **RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.1.5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RL.1.6.** Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- **RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.

English Language Arts Standards » Reading: Informational Text » Grade 1

Key Ideas and Details

- **RI.1.1.** Ask and answer questions about key details in a text.
- **RI.1.2.** Identify the main topic and retell key details of a text.
- **RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- **RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Integration of Knowledge and Ideas

- **RI.1.7.** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8.** Identify the reasons an author gives to support points in a text.

English Language Arts Standards » Writing » Grade 2

Text Types and Purposes

- **W.2.1.** 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., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

- **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Research to Build and Present Knowledge

- **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

English Language Arts Standards » Reading: Literature » Grade 2

Key Ideas and Details

- **RL.2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3.** Describe how characters in a story respond to major events and challenges.

Craft and Structure

- **RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

English Language Arts Standards » Reading: Informational Text » Grade 2

Key Ideas and Details

- **RI.2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- **RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

Integration of Knowledge and Ideas

- **RI.2.8.** Describe how reasons support specific points the author makes in a text.
- **RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

English Language Arts Standards » Writing » Grade 3

Text Types and Purposes

- **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - Provide a concluding statement or section.
- **W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- **W.3.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

Production and Distribution of Writing

- **W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

- **W.3.10.** 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 discipline-specific tasks, purposes, and audiences.

English Language Arts Standards » Reading: Literature » Grade 3

Key Ideas and Details

- **RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- **RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters.

English Language Arts Standards » Reading: Informational Text » Grade 3

Key Ideas and Details

- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Integration of Knowledge and Ideas

- **RI.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

English Language Arts Standards » Writing » Grade 4

Text Types and Purposes

- **W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - Provide a concluding statement or section related to the opinion presented.
- **W.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- **W.4.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- **W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.4.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

- **W.4.10.** 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 discipline-specific tasks, purposes, and audiences.

English Language Arts Standards » Reading: Literature » Grade 4

Key Ideas and Details

- **RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- **RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

English Language Arts Standards » Reading: Informational Text » Grade 4

Key Ideas and Details

- **RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

- **RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

- **RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.