

WRITING

LEARNING GOALS		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10-11	Level 12-13
		imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.	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.	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.	or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (show more)	imagined experiences or events using effective technique, descriptive details, and clear event sequences. (show more)	imagined experiences or events using effective technique, descriptive details, and clear event sequences. (show more)	imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (show more)	imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (show more)	imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (show more)	imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (show more)

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.	(begins in grade 3)	(begins in grade 3)	(begins in grade 3)	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.)	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.)	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.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning,	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is

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				details to strengthen writing as needed.			revising, and editing.		or trying a new approach.	editing, rewriting, or trying a new approach.	editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	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 and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions	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;	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;
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		investigation.		of instructions).							investigation.	that allow for multiple avenues of exploration.
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.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	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.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	(begins in grade 4)	(begins in grade 4)	(begins in grade 4)	(begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (show more)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (show more)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (show more)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (show more)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (show more)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (show more)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (show more)

Range of Writing

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		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.	(begins in grade 3)	(begins in grade 3)	(begins in grade 3)	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.	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.	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.	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.	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.	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.

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