



LEARNING **Without Tears**™

Correlations to New York State Next Generation ELA Standards K–5



**Building Writers Correlations to the New York State Next Generation
English Language Arts Learning Standards for Writing - K-5**

| NYS Standards: Kindergarten | Building Writers |
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| Kindergarten Writing Standards | |
| KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion. | Building Writers A pp. 64, 65, 66, 67, 68, 69, 70, 71, 73, 74, 75, 76, 77, 79, 80, 81 |
| KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. | Building Writers A pp. 20, 21, 22, 50, 51 |
| KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence. | Building Writers A Throughout, e.g. pp. 11, 12, 13, 18, 19, 24, 25, 26, 27, 28, 29, 30, 31, 69, 73, 74, 75, 76, 77, 78, 79, 80 |
| KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem). | Building Writers A pp. 4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80 |
| KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge. | Building Writers A Students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments throughout the book, although asking questions is not required. |
| KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). | Building Writers A Throughout, e.g. Narrative pp. 4–31 Information/Expository pp. 37–57 Opinion pp. 68–76, 78–80 |

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| NYS Standards: First Grade | Building Writers |
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| First Grade Writing Standards | |
| 1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion. | Building Writers B pp. 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86 |
| 1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. | Building Writers B pp. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 51, 52, 53, 54,55, 57, 58, 59, 60, 62, 63 |
| 1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events. | Building Writers B pp. 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27,28, 29 |
| 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other). | Building Writers B Throughout, e.g., pp. 12, 13, 20, 21, 22, 23, 24, 25, 28, 48, 50, 51, 56, 57 |
| 1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge. | Building Writers B Students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments throughout the book, although asking questions is not required. |
| 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. | Building Writers B Throughout, e.g. pp. 4–5, 8–10, 12–33, 36–47, 49, 51–55, 57–60, 62–67, 70–86 |

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| NYS Standards: Second Grade | Building Writers |
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| Second Grade Writing Standards | |
| <p>2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. PLEASE NOTE: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student’s opinion could be “I like cupcakes.” A student’s claim could be “Cupcakes are the best snack.” A student’s argument could be “Cupcakes are the best snack because…” with supporting reasons and evidence.</p> | <p>Building Writers C pp. 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84</p> |
| <p>2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</p> | <p>Building Writers C pp. 39, 41, 42, 43, 44, 45, 48, 49</p> |
| <p>2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p> | <p>Building Writers C pp. 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27</p> |
| <p>2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).</p> | <p>Building Writers C Throughout, e.g. pp. 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86</p> |

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| <p>2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p> | <p>Building Writers C Students have the opportunity to ask relevant questions and participate in shared research, especially when writing information text, as they complete assignments throughout the book, although asking questions is not required.</p> |
| <p>2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</p> | <p>Building Writers C pp. 60, 72, 75, 76</p> |

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| NYS Standards: Third Grade | Building Writers |
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| Third Grade Writing Standards | |
| 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | Building Writers D pp. 57, 63, 64, 65, 68, 69, 70, 71, 73, 75, 76, 77, 78 |
| 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically. 3W1b: Use precise language and content-specific vocabulary. 3W1c: Use linking words and phrases to connect ideas within categories of information. 3W1d: Provide a concluding statement or section | Building Writers D Throughout, e.g. Opinion/Argument pp.56–86 |
| 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 3W2a: Introduce a topic and organize related information together. | Building Writers D pp. 32, 33, 34, 37, 39, 45, 46 |
| 3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. 3W2c: Use precise language and content-specific vocabulary. 3W2d: Use linking words and phrases to connect ideas within categories of information. 3W2e: Provide a concluding statement or section. | Building Writers D Throughout, e.g. Information/Expository pp. 30–53 |
| 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | Building Writers D pp. 6, 7, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27 |
| 3W3a: Establish a situation and introduce a narrator and/or characters. | Building Writers D pp. 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23 |

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| <p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3W3c: Use temporal words and phrases to signal event order. 3W3d: Provide a conclusion.</p> | <p>Building Writers D Throughout, e.g. Narrative pp. 6–27</p> |
| <p>3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).</p> | <p>Building Writers D pp. 9, 10, 11, 32, 35, 56–86</p> |
| <p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge</p> | <p>Building Writers D Conducting research is not required in Building Writers workbooks, however, teachers may encourage students to research topics such as those in the information section to build knowledge and enhance their writing.</p> |
| <p>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories</p> | <p>Building Writers D While students are not required to take notes throughout Building Writers activities, they must frequently recall relevant information from experience, as well as gather information from the resources on the page in the majority of writing activities.</p> <p>Throughout, e.g. Narrative pp. 6–27 Information/Expository pp. 30–53 Opinion/Argumentative pp.56–86</p> |

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| NYS Standards: Fourth Grade | Building Writers |
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| Fourth Grade Writing Standards | |
| 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | Building Writers E pp. 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 75, 77, 79 |
| 4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. | Building Writers E pp. 61, 67, 70, 72, 82, 83 |
| 4W1b: Use precise language and content-specific vocabulary. 4W1c: Use transitional words and phrases to connect ideas within categories of information. | Building Writers E pp. 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 75, 77, 79 |
| 4W1d: Provide a concluding statement or section related to the argument presented | Building Writers E pp. 67, 70, 82, 83 |
| 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 4W2a: Introduce a topic clearly and organize related information in paragraphs and sections. | Building Writers E pp. 39, 40, 41, 42, 43, 44, 47, 48, 49, 50, 51, 52, 53 |
| 4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. 4W2c: Use precise language and content-specific vocabulary. 4W2d: Use transitional words and phrases to connect ideas within categories of information. | Building Writers E Throughout, e.g. Information/Expository pp. 36-59 |
| 4W2e: Provide a concluding statement or section related to the information or explanation presented. | Building Writers E pp. 39, 42, 43, 47, 51, 52, 53, 54, 55, 56, 57 |
| 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Building Writers E pp. 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 27, 29 |

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| <p>4W3a: Establish a situation and introduce a narrator and/or characters. 4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. 4W3c: Use transitional words and phrases to manage the sequence of events. 4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> | <p>Building Writers E Throughout, e.g. Narrative pp. 4–35</p> |
| <p>4W3e: Provide a conclusion that follows from the narrated experiences or events.</p> | <p>Building Writers E pp. 10, 11, 19, 21, 23, 26, 27, 29, 30, 31, 33</p> |
| <p>4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p> | <p>Building Writers E Throughout, e.g. pp. 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 20, 21, 24, 25, 41, 45, 46, 48, 49, 64, 67, 68, 69, 71, 72, 73, 74, 75</p> |
| <p>4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.</p> | <p>Building Writers E pp. 16, 17, 18, 45</p> |
| <p>4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p> | <p>Building Writers E Conducting research is not required in Building Writers workbooks, however, teachers may encourage students to research topics such as those in the information section to build knowledge and enhance their writing.</p> |
| <p>4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources</p> | <p>Building Writers E While students are not required to take notes or gather information from other sources throughout Building Writers activities, they must frequently recall relevant information from experience, as well as gather information from the resources on the page in the majority of writing activities.</p> <p>Throughout, e.g. Narrative pp. 4–35, Information pp. 36–59, Opinion/Argument pp. 60–86</p> |

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| NYS Standards: Fifth Grade | Building Writers |
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| Fifth Grade Writing Standards | |
| 5W1: Write an argument to support claims with clear reasons and relevant evidence. | Building Writers F Throughout, e.g Opinion/Argument pp. 60–86 |
| 5W1a: Introduce a precise claim and organize the reasons and evidence logically. 5W1b: Provide logically ordered reasons that are supported by facts and details from various sources. | Building Writers F pp. 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 77, 78, 80 , 81, 82, 83, 84, 85 |
| 5W1c: Use precise language and content-specific vocabulary while writing an argument. 5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts. | Building Writers F Throughout, e.g Opinion/Argument pp. 60–86 |
| 5W1e: Provide a concluding statement or section related to the argument presented. | Building Writers F pp. 63, 64, 65, 66, 67, 69, 70, 71, 74, 75, 77, 78 |
| 5W1f: Maintain a style and tone appropriate to the writing task. | Building Writers F Throughout, e.g. Opinion/Argument pp. 60–86. |
| 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | Building Writers F Throughout, e.g. Information pp. 36–59 |
| 5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically. | Building Writers F pp. 40, 41, 43, 44, 45, 48, 51, 53, 53, 54, 55, 57, 58, 59 |

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| <p>5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</p> <p>5W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> | <p>Building Writers F Throughout, e.g. Information pp. 36–59</p> |
| <p>5W2e: Provide a concluding statement or section related to the information or explanation presented.</p> | <p>Building Writers F pp. 40, 41, 43, 44, 45, 48, 51, 53, 53, 54, 55, 57, 58, 59</p> |
| <p>5W2f: Establish a style aligned to a subject area or task.</p> | <p>Building Writers F Throughout, e.g. Information pp. 36–59</p> |
| <p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> | <p>Building Writers F Throughout, e.g. Narrative pp. 4–35</p> |
| <p>5W3a: Establish a situation and introduce a narrator and/or characters.</p> | <p>Building Writers F pp. 8, 9, 14, 15, 20, 21, 22, 23, 28, 29, 30, 31, 32, 33</p> |
| <p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> | <p>Building Writers F Throughout, e.g. Narrative pp. 4–35</p> |
| <p>5W3e: Provide a conclusion that follows from the narrated experiences or events</p> | <p>Building Writers F pp. 18, 19, 26, 27, 28, 29, 30, 31, 32, 33</p> |