

Writing Grade Level Expectations

W: 1 Writing Process

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none">Students use prewriting and drafting to produce final drafts of written products	<ul style="list-style-type: none">Students use prewriting and drafting to produce final drafts of written products	<ul style="list-style-type: none">Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written product	<ul style="list-style-type: none">Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written product	<ul style="list-style-type: none">Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written product	<ul style="list-style-type: none">Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written product

Writing Grade Level Expectations

W: 2 Demonstrates command of English conventions in independent writing

K	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
		<ul style="list-style-type: none"> • Uses capital letters for the beginning of sentences and names • Uses end punctuation correctly in simple sentences (period) 	<ul style="list-style-type: none"> • Uses capital letters for the beginning of sentences and names • <u>Writes contractions with an apostrophe and common abbreviations with a period</u> • Uses end punctuation correctly in simple sentences (period, <u>question mark, exclamation point, commas in a series</u>) 	<ul style="list-style-type: none"> • <u>Identifies grammatical errors when given examples</u> • <u>Uses nouns, pronouns, verbs, adjectives, and conjunctions properly</u> • <u>Applies basic capitalization rules</u> <ul style="list-style-type: none"> ○ <u>Proper nouns</u> ○ <u>Titles</u> • <u>Uses commas correctly in dates and in a series</u> • Uses end punctuation correctly (periods, exclamation points, question marks) <u>in a variety of sentence structures</u> • <u>Introduce prepositions</u> • 	<ul style="list-style-type: none"> • Identifies <u>or correcting grammatical errors (subject-verb agreement, double negatives,</u> non-standard usage) • Applies basic capitalization rules • <u>Uses punctuation to clarify meaning (commas, apostrophes, quotation marks)</u> • Uses nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly

Writing Grade Level Expectations

W: 3 Demonstrates command of conventional English spelling in independent writing

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Uses phonemic awareness and letter knowledge to spell independently (using phonetic and temporary spelling) • Logically represents initial and final consonant sounds 	<ul style="list-style-type: none"> • <u>Correctly spells own first name</u> • <u>Correctly spells grade appropriate, high frequency words that include phonetically regular words</u> <p>Uses phonemic awareness and letter knowledge to spell independently (using phonetic and temporary spelling when needed)</p>	<ul style="list-style-type: none"> • Correctly spells grade appropriate, high frequency words • <u>Correctly spells past tense (three sounds for –ed)</u> • <u>Correctly spells plural endings (-s and –es), with no alterations required, on common vocabulary</u> 	<ul style="list-style-type: none"> • <u>Identifies words that <i>might be</i> misspelled</u> • Correctly spells grade appropriate, high frequency words • <u>Uses within-word patterns to correct spelling</u> <ul style="list-style-type: none"> ○ Single syllable words ○ Short, long, or r-influenced vowel patterns ○ Frequently occurring vowel teams-ea, oy, ai 	<ul style="list-style-type: none"> • <u>Applies spelling knowledge in proofreading and editing of writing</u> • Correctly spells grade appropriate, high frequency words • <u>Recognizes syllables and affix patterns/rules</u> <ul style="list-style-type: none"> ○ <u>Consonant doubling</u> ○ <u>Change Y to I</u> ○ <u>Drop silent E</u> ○ <u>Spelling rules for affixes</u> • Uses word patterns and <u>common syllables patterns</u> to correct spelling 	<ul style="list-style-type: none"> • <u>Applies spelling knowledge in proofreading and editing of writing</u> • Correctly spells grade appropriate, high frequency words, <u>including homonyms and homophones</u>

Writing Grade Level Expectations

W: 3 Demonstrates command of conventional English spelling in independent writing (Continued)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
		<ul style="list-style-type: none"> • <u>Give a readable and accurate phonetic spelling for words that have not been taught</u> • <u>Represent each sound heard in a word with a feature of print</u> • <u>Correctly spells phonetically regular words with short vowels, consonant digraphs and blends, silent e</u> 	<p><u>Correctly spells common homophones (be/bee, there/their/they're, sail/sale)</u></p>	<ul style="list-style-type: none"> • <u>Common and less frequent vowel teams</u> <ul style="list-style-type: none"> ○ <u>Eigh, au, aw, ea, for short e</u> ○ <u>R-controlled syllables</u> ○ <u>Consonant-le syllables</u> ○ <u>Vowel consonant silent e</u> • <u>Open syllables with multisyllabic words</u> 	<ul style="list-style-type: none"> • <u>Applies syllable division, morpheme, and affix spelling patterns/rules to new situations</u> <ul style="list-style-type: none"> ○ Consonant doubling ○ Consonant patterns ○ <u>Units of meaning</u> <ul style="list-style-type: none"> ▪ <u>Common roots</u> ▪ <u>Base words</u> ▪ <u>Pre/suffixes</u> ○ <u>Morpheme patterns</u> <ul style="list-style-type: none"> ▪ <u>Adding pre/suffixes to base words with spelling changes</u> <p><u>Phonological change</u></p>

Writing Grade Level Expectations

W: 4 Command of structure in the English language

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	<ul style="list-style-type: none"> • <u>Distinguishes between letters, words and sentences</u> 	<ul style="list-style-type: none"> • Distinguishes between letters, words and sentences 	<ul style="list-style-type: none"> • <u>Writes a variety of complete simple sentences</u> (declarative, exclamatory, interrogative, and imperative) • <u>Recognizes complete sentences</u> • <u>Recognizes indentations for new paragraphs</u> • <u>Use nouns and verbs properly.</u> 	<ul style="list-style-type: none"> • Writes a variety of complete sentences (simple, <u>compound, declarative, interrogative, exclamatory, and imperative</u>) • <u>Uses the paragraph form</u> <ul style="list-style-type: none"> ○ <u>Indenting</u> ○ <u>Main idea</u> ○ <u>Supporting details</u> 	<ul style="list-style-type: none"> • <u>Uses varied sentence length and structure to enhance meaning (phrases and clauses)</u> • Uses complete sentences (simple, compound, <u>declarative, interrogative, exclamatory, and imperative</u>) • Uses the paragraph form <ul style="list-style-type: none"> ○ Indenting ○ Main idea ○ Supporting details • <u>Recognizes organizational text structures within paragraphs</u> <ul style="list-style-type: none"> ○ <u>Description</u> ○ <u>Chronology</u> ○ <u>Proposition/support</u> ○ <u>Compare/contrast</u>

Writing Grade Level Expectations

W: 5 Plot/Ideas/Concepts

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
			<ul style="list-style-type: none"> • <u>Sets context using author, title, and one reference to what text is about</u> • <u>Connects what has been read to prior knowledge and other texts</u> 	<ul style="list-style-type: none"> • <u>Selects appropriate information to set background/context</u> • Connects what has been read to prior knowledge and other texts • 	<ul style="list-style-type: none"> • Selects appropriate information to set background/context • Connects what has been read to prior knowledge and <u>other texts</u> • <u>Summarizes key ideas</u>

Writing Grade Level Expectations

W: 6 Makes and supports analytical judgments about text

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> Uses prior knowledge or references to text to support a given focus, using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) 	<ul style="list-style-type: none"> Uses prior knowledge or references to text to support a given focus <u>(evidence may take the form of pictures, words, sentences, or some combination)</u> 	<ul style="list-style-type: none"> Uses references to text to support a given focus 	<ul style="list-style-type: none"> <u>States a focus (purpose) when responding to a given question</u> Uses <u>prior knowledge, details</u> and references to text to support focus Makes inferences about content, events, characters, or setting 	<ul style="list-style-type: none"> States and <u>maintains</u> a focus when responding to a given question <u>Uses specific details</u> and references to text to support focus Makes inferences about content, events, characters, setting, or <u>common themes</u> 	<ul style="list-style-type: none"> States and maintains a focus when responding to a given question Uses specific details and references to text or <u>citations</u> to support focus Makes inferences about content, events, characters, setting, or common themes

Writing Grade Level Expectations

W: 7 Engages Reader

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
		<ul style="list-style-type: none"> Organizes ideas using a beginning, middle, and concluding statement/sentence, given a structure (template, frame, graphic organizer) 	<ul style="list-style-type: none"> Organizes ideas, <u>uses basic transition words, and has a concluding statement/sentence</u> 	<ul style="list-style-type: none"> Organizes ideas, uses transition words/<u>phrases</u>, and <u>writes a conclusion</u> 	<ul style="list-style-type: none"> Organizes ideas, uses transition words/phrases, and <u>writes a conclusion that provides closure</u> <u>Addresses the reader's possible questions</u> <p>Uses appropriate voice and tone</p>

Writing Grade Level Expectations

W: 8 Organizes information in Reports

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
		<ul style="list-style-type: none"> • Uses a given organizational structure (templates, frames, graphic organizer) 	<ul style="list-style-type: none"> • <u>Groups ideas into a beginning, middle, and end</u> • <u>Uses basic transition words</u> 	<ul style="list-style-type: none"> • Groups ideas <u>logically</u> <ul style="list-style-type: none"> ○ <u>Predictable categories</u> ○ <u>Steps of a procedure</u> ○ <u>Reasons/arguments</u> • <u>Writes an introduction that sets the context (materials list in a procedure)</u> • Uses transition words or <u>phrases</u> • <u>Writes a conclusion</u> • <u>Lists sources at the end of a report</u> • 	<ul style="list-style-type: none"> • <u>Uses an organizational text structure appropriate to focus/controlling idea</u> <ul style="list-style-type: none"> ○ <u>Description</u> ○ <u>Chronology</u> ○ <u>Proposition/support</u> ○ <u>Compare/contrast</u> • <u>Selects appropriate information to set the context</u> • Writes a conclusion <u>that provides closure</u> • <u>Obtains information from more than one source</u> • Lists sources at the end of a report

Writing Grade Level Expectations

W: 9 Conveys a perspective on a subject in a report

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
		<ul style="list-style-type: none"> Restating a given focus/controlling idea on a topic (purpose) 	<ul style="list-style-type: none"> <u>Establishes a topic</u> (purpose) <u>States a focus/controlling idea on a topic</u> 	<ul style="list-style-type: none"> Establishes a topic (purpose) States and <u>maintains</u> a focus/controlling idea on a topic 	<ul style="list-style-type: none"> States and maintains a focus/controlling idea on a topic

W: 10 Uses a range of elaboration strategies

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> Identifies details/information relevant to topic and/or given focus (pictures may include labels) 	<ul style="list-style-type: none"> Identifies details/information relevant to topic and/or given focus(<u>details/information may take the form of pictures with captions, words, sentences, or some combination</u>) 	<p><u>Includes</u> details/information relevant to topic and/or given focus</p>	<ul style="list-style-type: none"> Includes details/information relating to topic <u>Includes details/information relevant to focus</u> <u>Includes details for appropriate depth of information: naming, describing, explaining, comparing, or use of visual image</u> 	<ul style="list-style-type: none"> Includes facts and details relevant to focus/controlling idea Includes sufficient <u>details or facts</u> 	<ul style="list-style-type: none"> Includes facts and details relevant to focus/controlling idea <u>and excludes extraneous information</u> Includes sufficient details or facts

Writing Grade Level Expectations

W: 11 Organizes and relates a story line plot

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> Uses pictures to create an understandable story line, when given a structure (pictures may include labels) 	<ul style="list-style-type: none"> Creates a <u>clear</u>, understandable story line when given a structure <u>may take the form of pictures, words, sentences, or some combination</u> 	<ul style="list-style-type: none"> Creates a clear, understandable story line <u>with a beginning, middle, and an end</u> when given a structure 	<ul style="list-style-type: none"> Creates a clear, understandable story line with a beginning, middle, and an end 	<ul style="list-style-type: none"> Creates a clear, understandable story line with a beginning, middle, and an end <u>Establishes a problem and solution</u> 	<ul style="list-style-type: none"> Creates a clear <u>and coherent</u> (logically consistent) story line <u>Uses transition words/phrases to establish a clear chronology and enhance meaning</u> <u>Establishes context (setting or background information), problem, and resolution</u>

Writing Grade Level Expectations

W: 12 Uses narrative strategies

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> Identifies/names characters 	<ul style="list-style-type: none"> <u>Uses details</u> May be in the form of pictures or words) Identifies characters 	<ul style="list-style-type: none"> Uses details Identifies characters 	<ul style="list-style-type: none"> Uses details Identifies characters 	<ul style="list-style-type: none"> Uses <u>relevant and descriptive details</u> Identifies characters 	<ul style="list-style-type: none"> Uses relevant and descriptive details <u>to advance the story line</u> <u>Uses dialogue to advance action</u> <u>Develops characters through description</u>

Writing Grade Level Expectations

W: 13 Organizes steps of Procedure

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Lists steps in a logical order • Provide a list of materials to be used • 	<ul style="list-style-type: none"> • <u>Provides a purpose for the procedure with clear directions</u> • <u>Uses numbering or words to arrange the steps in a logical manner</u> • <u>Uses relevant vocabulary</u> • Provide a list of materials to be used • <u>Provides a concluding statement</u> • 	<ul style="list-style-type: none"> • Provides a purpose for the procedure with clear directions and <u>explanations</u> • Uses numbering, words, or <u>phrases</u> to arrange the steps in a logical manner • <u>Uses details that help the reader understand the process</u> • Provide a list of materials to be used • Provides a conclusion • 	<ul style="list-style-type: none"> • <u>Provides a purpose by giving context to let the reader know when the procedure is appropriate</u> • Uses transition words or phrases to arrange the steps in a logical manner • Uses details <u>and examples</u> that help the reader understand the process <u>and excludes extraneous information</u> • Provide a list of materials to be used • Provides a conclusion

Writing Grade Level Expectations

W: 14 Anticipates the reader's needs

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
•	•	•	•	•	<ul style="list-style-type: none"> • Uses a format that is easy to follow •

W: 15 in persuasive writing; defines a significant problem, issue, or topic

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
•	•	•	•	•	<ul style="list-style-type: none"> • Restates the issue or problem • States a clear position (purpose)

Writing Grade Level Expectations

W: 16 Presents and coherently supports judgments or solutions

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
•	•	•	•	•	<ul style="list-style-type: none">• Provides appropriate facts and details• Addresses the readers potential concerns or counterarguments

Writing Grade Level Expectations

W: 17 Expressive Writing: Makes connections between personal experience and ideas

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
•	•	•	<ul style="list-style-type: none"> • Uses details to establish place, time, and situation (purpose) • Establishes focus when responding to a given question or idea • Shows evidence of individual voice and exhibits techniques for reflecting on thoughts or feelings, questioning or comparing • 	<ul style="list-style-type: none"> • Uses details to establish place, time, and situation (purpose) • Establishes focus when responding to a given question or idea • Shows evidence of individual voice and exhibits techniques for reflecting on thoughts or feelings, questioning, comparing, or <u>connecting</u> • Has <u>coherent organization</u> • 	<ul style="list-style-type: none"> • Uses <u>concrete</u> details to establish <u>context</u> (purpose) • Establishes <u>or evolves</u> focus • Shows evidence of individual voice and exhibits <u>a variety of</u> techniques for reflecting on thoughts or feelings, questioning, comparing, or connecting • Has coherent organization •

Writing Grade Level Expectations

W: 18 - 19 expressive Writing – Poetry (Demonstrates awareness of purpose Uses language effectively)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Establishes a clear topic • Uses simple visual images to describe <ul style="list-style-type: none"> ○ Shape poems ○ Concrete poems ○ Rhymes 	<ul style="list-style-type: none"> • Establishes a clear topic or <u>focus (purpose)</u> • Uses simple visual images to describe • <u>Uses simple poetic forms</u> <ul style="list-style-type: none"> ○ <u>Haiku</u> ○ <u>Rhyming couplets</u> ○ Shape/concrete poems 	<ul style="list-style-type: none"> • Establishes a clear topic or focus (purpose) • Writes poems that express feelings • <u>Uses sensory details and multi-sensory images</u> • Uses simple poetic forms <ul style="list-style-type: none"> ○ <u>Limericks</u> ○ <u>Formula poems</u> ○ <u>Acrostics</u> 	<ul style="list-style-type: none"> • Establishes a clear topic or focus (purpose) <u>and voice for audience</u> • Writes poems that express feelings • <u>Selects vocabulary according to purpose or for effect on audience</u> • <u>Uses rhyme and repetition</u> • Uses <u>a variety of</u> poetic forms <ul style="list-style-type: none"> ○ Limericks ○ Haiku ○ Rhyming couplets ○ Formula poems • <u>Free verse</u>

