

STANDARD 1: Uses the general skills and strategies of the writing process.

Interval Benchmark 1: Applies more than one strategy for generating ideas and planning writing.

Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Uses pictures/personal drawings and talk for thinking about and planning writing	a. Builds background knowledge through a variety of means (eg. literature, life experiences, media) Common vocabulary used: text to self, text to text, text to world	a. Builds background knowledge through a variety of means (eg. literature, life experiences, media) Common vocabulary used: text to self, text to text, text to world	a. Builds background knowledge through a variety of means (eg. literature, life experiences, media) Common vocabulary used: text to self, text to text, text to world	a. Builds background knowledge through a variety of means (eg. literature, life experiences, media) Common vocabulary used: text to self, text to text, text to world	a. Builds background knowledge through a variety of means (eg. literature, life experiences, media) Common vocabulary used: text to self, text-to-text, text to world.
b. Uses conversation, visual, and concrete objects to plan writing	b. Talks or draws to generate ideas	b. Talks or draws to generate ideas	b. Talks or draws to generate ideas	b. Talks to generate ideas	b. Talks to generate ideas
c. Utilizes topical word banks	c. Utilizes topical word banks	c. Uses visual tools for planning (e.g., word webs, lists, story frames, graphic organizers, topical word banks, PWIM)	c. Uses visual tools for planning (e.g., word webs, lists, story frames, graphic organizers, topical word banks, PWIM)	c. Uses visual tools for planning (e.g., word webs, lists, story frames, graphic organizers, topical word banks, PWIM)	c. Uses visual tools for planning (e.g., word webs, lists, story frames, graphic organizers, topical word banks, PWIM)
d. Uses multicultural literature (fiction and nonfiction) to stimulate ideas and provide examples of good writing	d. Uses multicultural literature (fiction and nonfiction) to stimulate ideas and provide examples of good writing	d. Uses multicultural literature (fiction and nonfiction) to stimulate ideas and provide examples of good writing	d. Uses multicultural literature (fiction and nonfiction) to stimulate ideas and provide examples of good writing	d. Uses multicultural literature (fiction and nonfiction) to stimulate ideas and provide examples of good writing	d. Uses multicultural literature (fiction and nonfiction) to stimulate ideas and provide examples of good writing
				e. Gathers information from more than one resource and synthesizes ideas to plan writing (e.g., internet information, nonfiction books, reference books, periodicals)	e. Gathers information from more than one resource and synthesizes ideas to plan writing (e.g., internet information, nonfiction books, reference books, periodicals)

Interval Benchmark 2: Produces draft(s).					
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Writes at least one sentence to explain a drawing or to express one's thoughts	a. Writes a draft that includes more than one sentence	a. Writes a draft of multiple sentences	a. Generates a paragraph with topic sentence, supporting details, and a closing sentence (4-5 sentences)	a. Writes a draft of multiple paragraphs	a. Writes a draft of multiple paragraphs
b. Labels pictures	b. Uses a	b. Uses a plan from prewriting to write a draft	b. Uses a plan from prewriting to write a draft with a beginning, middle, and end	b. Uses a plan for prewriting to write a draft of multiple paragraphs.	b. Refers to a prewriting plan.
	c. Works on a draft for more than one day	c. Works on a draft for more than one day	c. Works on a draft for more than one day	c. Works on a draft for over several days.	c. Rereads text and continues drafting over time.
					d. Drafts by hand and/or electronically.
Interval Benchmark 3: Revises to improve text.					
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Understands that writing can be changed	a. Revises text by adding words and/or phrases to draft with teacher conferencing	a. Revises text by adding and deleting words and phrases with teacher conferencing	a. Revises text by adding, deleting, substituting, and moving words and phrases with teacher conferencing	a. Revises text by adding, deleting, substituting, and moving text	a. Revises text, including changing words, sentences, paragraphs, and ideas
b. Rereads draft to teacher	b. Rereads own work for meaning and makes some revisions in response to teacher questions	b. Rereads own writing for meaning	b. Rereads own writing for meaning	b. Rereads own work several times with a different focus for each reading	b. Rereads work several times and has a different focus for each reading (e.g. 1 st reading—adding details for elaboration, 2 nd —deleting sentences of phrases to achieve paragraph unity)
	c. Rereads draft to self, peers, and teacher	c. Uses adult suggestions to clarify and revise writing	c. Makes decisions about writing based on feedback from peers and adults	c. Makes decision about writing based on feedback	c. Makes decisions about writing based on feedback

	d. Recognizes overused words and makes substitutions through teacher conferencing	d. Recognizes overused words and makes substitutions through teacher conferencing	d. Recognizes overused words and makes substitutions through teacher conferencing	d. Recognizes overused words and makes substitutions	d. Recognizes overused words and makes substitutions
				e. Uses more than one resource to revise (e.g. word wall, writing guide, peer, adult)	e. Uses multiple resources to identify needed changes (e.g. writing guide, peer, adult, and computer)

Interval Benchmark 4: Applies understanding of editing appropriate for grade level (See 3.1)

Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Attends to conventions of punctuation and capitalization in writing	a. Attends to conventions of punctuation and capitalization in writing	a. Identifies and corrects errors in grade level conventions	a. Identifies and corrects errors in grade level conventions (grammar, punctuation, spelling, and capitalization)	a. Identifies and corrects errors in grade level conventions (grammar, punctuation, spelling, and capitalization)	a. Identifies and corrects errors in grade level conventions (grammar, punctuation, spelling, and capitalization)
b. Reads own work with teacher guidance	b. Reads own work to target and correct errors in punctuation, spelling, and capitalization (5-star sentence revision technique: capital letters, lower case letter, spacing, punctuation, logic)	b. Identifies and corrects errors in grade level conventions	b. Uses a simple checklist for editing	b. Uses a simple checklist for editing	b. Uses a simple checklist for editing
c. Uses word walls and 20-word chant to correct spelling	c. Uses word walls and personal dictionary to correct spelling	c. Uses word walls and personal dictionaries to check spelling accuracy	c. Uses various resources to check spelling	c. Uses various resources to check spelling	c. Uses various resources to check spelling
	d. Revisits text with teacher guidance in editing mechanical errors (e.g. punctuation, spelling, capitalization, writing mirrors speaking)	d. Revisits text with teacher guidance in editing mechanical errors (e.g. punctuation, spelling, capitalization, writing mirrors speaking)	d. Attends to format required by intent of writing (e.g. indent paragraphs, center title)	d. Attends to format required by intent of writing (e.g. indent paragraphs, center title)	d. Attends to format required by intent of writing (e.g. indent paragraphs, center title)

Interval Benchmark 5: Publishes own writing.				Interval Benchmark 5: Publishes in more than one format for specific audiences and purposes.	
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Shares published work (e.g. card for family member, drawing for bulletin board, author's chair, class books)	a. Shares published text with others (author's chair)	a. Publishes text in various ways with teacher assistance	a. Publishes text in various ways with teacher assistance as needed	a. Publishes text in various ways with teacher assistance as needed (e.g. year-end anthology)	a. Publishes text in various ways with teacher assistance as needed (e.g. DARE essay)
b. Illustrates text to support written words	b. Illustrates text to support written words	b. Illustrates text to support written words	b. Illustrates text to support written words	b. Publishes for a wide range of purposes (e.g. to inform, to tell a story) in different forms and formats (e.g. letter, poem)	b. Publishes for a wide range of purposes (e.g. to inform, to tell a story) in different forms and formats (e.g. letter, poem)
					c. Uses a variety of available technology as part of publication
Interval Benchmark 6: Uses knowledge of time constraints to adjust writing process.					
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
		a. Writes for both on-demand and extended writing projects.	a. Writes for both on-demand and extended writing projects.	a. Writes for both on-demand and extended writing projects.	a. Writes for both on-demand and extended writing projects.
		b. Works on one draft over several days or weeks adjusting work to fit the time frame with teacher guidance	b. Works on one draft over several days or weeks adjusting work to fit the time frame with teacher guidance	b. Works on one draft over several days of weeks adjusting work to fit the time frame with teacher guidance	b. Works on one draft over several days of weeks adjusting work to fit the time frame with teacher guidance
		c. Allots amount of time for each stage of writing process for on demand writing with teacher guidance.	c. Allots amount of time for each stage of writing process for on demand writing with teacher guidance.	c. Allots amount of time for each stage of writing process for on demand writing with teacher guidance.	c. Allots amount of time for each stage of writing process for on demand writing with teacher guidance.

STANDARD 2: Writes in a variety of forms for different audiences and purposes					
Interval Benchmark 1: Adapts writing for a variety of audiences.					
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Draws and writes for self, family, friends, teachers (narrative and autobiographical)	a. Writes for self, family, friends, teachers (narrative and autobiographical)	a. Writes for self, family, friends, teachers (narrative and autobiographical)	a. Writes for self, family, friends, teachers (narrative and autobiographical)	a. Writes for school audience and beyond	a. Writes for school audience and beyond
b. Identifies the intended audience for a picture or written piece	b. Identifies the intended audience for a written piece	b. Identifies the intended audience	b. Identifies the intended audience	b. Identifies the intended audience	b. Identifies the intended audience

Interval Benchmark 2: Writes for different purposes.					
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Draws and writes to express own ideas.	a. Writes to express own ideas	a. Writes to express own ideas	a. Writes to express own ideas	a. Writes to express own ideas	a. Writes to express own ideas
b. Draws and writes to communicate with others.	b. Writes to communicate with others	b. Writes to communicate with others	b. Writes to communicate with others	b. Writes to communicate with others	b. Writes to communicate with others
c. Draws and writes to retell and inform.	c. Writes to retell in some detail and in correct sequence	c. Writes to retell in some detail and in correct sequence	c. Writes to retell in some detail and in correct sequence	c. Writes to retell in some detail and in correct sequence	c. Writes to retell in some detail and in correct sequence
d. Draws and writes to inform	d. Writes to inform (e.g. answers to questions, cultural customs)	d. Writes to inform (e.g. answers to questions, cultural customs)	d. Writes to inform (e.g. answers to questions, cultural customs)	d. Writes to inform (e.g. answers to questions, cultural customs)	d. Writes to inform (e.g. answers to questions, cultural customs)
	e. Writes to explain how to do something	e. Writes to explain how to do something	e. Writes to explain how and why to do something	e. Writes to explain how and why to do something	e. Writes to explain how and why to do something
	f. Writes to respond to literature in some detail (e.g. how am I like a character)	f. Writes to respond to literature in some detail (e.g. how am I like a character)	f. Writes to respond to literature in some detail (e.g. connections to self, text, and the world)	f. Writes to respond to literature in some detail (e.g. connections to self, text, and the world)	f. Writes to respond to literature in some detail (e.g. connections to self, text, and the world)
		g. Writes to tell stories (e.g. "once upon a time" or "one day")	g. Writes stories (e.g., fictional narrative).	g. Writes stories (e.g., fictional narrative).	g. Writes stories (e.g., fictional narrative).
		h. Writes to learn	h. Writes to learn	h. Writes to learn	h. Writes to learn
				i. Writes to analyze and summarize	i. Writes to analyze and summarize

Interval Benchmark 3: Writes in a variety of forms/genres.					
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Identifies and uses more than one form/genre. Examples: ~ experiential stories ~ labels ~ classroom books ~ cards	a. Identifies and uses a variety of new forms/genres. Examples: ~ notes to others ~ scientific observations ~ answers to questions ~ patterned poetry ~ stories	a. Uses a variety of new forms/genres. Examples: ~ journals ~ fictional stories ~ instructions (explains how to) ~ graphs ~ rhymes ~ letters	a. Uses a variety of new forms/genres. Examples: ~ comics ~ fairy tales ~ reports ~ charts ~ procedures (e.g., science experiment) ~ summaries (e.g., story, social studies passage) ~ directions (to a location) ~ free verse	a. Produces a variety of new forms/genres. Examples: ~ fictional stories (e.g., fantasy, realistic) ~ procedures (e.g., process for problem solving in math) ~ tables ~ newspaper articles ~ scientific explanations ~ multi-paragraph explanatory letters	a. Produces a variety of new forms/genres. Examples: ~ interviews ~ autobiographies ~ business letters ~ expository essays ~ persuasive advertisements ~ field observation notes ~ book reviews ~ raps
		b. Explains the relationship between form and purpose (e.g., instructions — to explain how to).	b. Uses form to match purpose (e.g., a report to explain).	b. Uses form/genre to meet requirements of task or content area (e.g., book report or science report).	b. Uses form/genre to meet requirements of task or content area (e.g., book report or science report).
Note: Forms are suggestions only. The list is not exhaustive nor are any forms repeated in later grades after being introduced. However, all students may continue to use appropriate forms/genres throughout all grades regardless of where a form is listed in the Grade Level Expectations.					
Interval Benchmark 4: Knows important personal information.			Interval Benchmark 4: Produces documents used in a career setting.		
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Writes first and last name	a. Writes first and last names	a. Writes first and last name and personal address	a. Writes first and last name, personal address, and phone number	a. Fills out forms (e.g., contest entry, survey).	a. Collaborates with peers on writing projects (e.g., social studies reports, science lab reports).
				b. Writes in forms associated with specific tasks or careers (e.g., letters).	b. Writes in forms associated with specific tasks or careers (e.g., fund-raising receipts, student council applications, data collection forms).

STANDARD 3: Writes clearly and effectively.

Interval Benchmark 1: Applies grammar, usage, and mechanics in writing appropriate to the grade level.					
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Writes upper and lower case letters in the correct direction and in standard form	a. Uses the conventions of print, upper and lower case letters, spaces, left to right and top to bottom progression	a. Maintains consistent spacing, size, and formation in handwriting	a. Maintains consistency in printing or cursive handwriting.	a. Maintains consistency in printing or cursive handwriting (size, spacing, formation, uppercase and lowercase)	a. Maintains consistency in printing or cursive handwriting (e.g. size, spacing, formation, upper and lower case).
b. Capitalizes names, first word of sentences, and I	b. Applies capitalization rules from previous grades. Capitalizes proper nouns	b. Applies capitalization rules from previous grades. Capitalizes titles of persons (Mr., Ms., Mrs. Dr.) Capitalizes days, months, holidays, and other special days.	b. Applies capitalization rules from previous grades. Capitalizes the first and all other important words in the greeting of a letter. Capitalizes the first word in the closing of a letter. Capitalizes initials.	b. Applies capitalization rules from previous grades. Capitalizes first, last, and other main words in titles of chapters, stories, poems, reports, songs, books, movies, articles, radio and TV programs. Capitalizes names of streets, avenues, boulevards, and roads. Capitalizes names of cities, towns, counties, states, countries, and continents.	b. Applies capitalization rules from previous grades. Capitalizes words like mother, sister, and uncle when used in place of or with names.
c. Uses a period.	c. Uses a period, question mark, and exclamation mark.	e. Applies punctuation rules from previous grades.	e. Applies punctuation rules from previous grades. Uses colon in writing time.	e. Applies punctuation rules from previous grades. Uses period after an abbreviation or an initial. Uses a comma to separate items in a list/series. Uses a comma to separate the day of the month from the year. Uses a comma after greeting in a friendly letter and after the closing in any letter.	e. Applies punctuation rules from previous grades. Uses an exclamation point at the end of an exclamatory sentence. Uses an exclamation point after a very strong interjection. Uses a comma to separate the names of a city and a state. Uses a comma before the conjunction in a compound sentence. Uses an apostrophe to show possession. Uses a hyphen between numbers in a page

					reference.
<p>d. Applies usage rules</p> <p>Uses pronouns as substitutes for nouns orally Uses correct singular and plural nouns orally</p>	<p>d. Applies usage rules from previous grades</p> <p>Explains and uses pronouns as substitutes for nouns. Uses singular and plural nouns correctly (e.g. girl and girls, foot and feet)</p>	<p>d. Applies usage rules from previous grades</p> <p>Maintains subject-verb agreement. Maintains consistent tense, especially past tense. Uses standard verb forms in the past tense or past participle (e.g. He went home we were going home.). Uses possessive pronouns (e.g. its, theirs). Uses subject pronouns (e.g. she v. her). Uses contractions correctly (e.g. won't, can't, I'm).</p>	<p>d. Applies usage rules from previous grades</p> <p>Uses correct pronoun as subject (e.g. I v. me) Does not use double negatives. Uses appropriate homonyms: it's, its; your, you're; their, there, they're; to, too, two.</p>	<p>d. Applies usage rules from previous grades</p> <p>Uses single/plural agreement between nouns and modifiers (one child v. two children.) Uses correct placement of pronouns in compound subjects and objects. (e.g. Susan and I went to the store. The gift was for Juan and me.)</p>	<p>d. Applies usage rules from previous grades</p> <p>Uses subject v. object pronouns correctly. Uses prepositions correctly.</p>
<p>e. Applies spelling rules</p> <p>Writes 10-20 high frequency words (1-3 letter words) Hears and records beginning and ending sounds in words Understands that the sequence of letters in a word matches the sequence of sounds</p>	<p>e. Applies spelling rules from previous grades</p>	<p>e. Applies spelling rules from previous grades</p>	<p>e. Applies spelling rules from previous grades</p>	<p>e. Applies spelling rules from previous grades</p>	<p>e. Applies spelling rules from previous grades</p>
<p>b. Writes letters reasonably close to one another within a word</p>					
<p>c. Writes left to right, top to bottom</p>					

Interval Benchmark 2: Uses an organizational structure.

Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Organizes ideas on one topic orally. (during shared	a. Organizes multiple sentences on one topic	a. Organizes multiple sentences on one topic	a. Organizes writing with a beginning, middle, and end.	a. Writes in a logically organized progression of	a. Writes in a logically organized progression of

writing and interactive writing)	showing beginning, middle, end.	showing beginning, middle, and end.		unified paragraphs.	unified paragraphs.
	b. Writes to follow the organization of a recognizable pattern from a variety of fiction/nonfiction texts (during read-alouds)	b. Groups related ideas, sometimes in paragraphs.	b. Writes a variety of beginnings (e.g. begins with an amazing fact or background information)	b. Constructs a recognizable introduction (either as a single sentence or as an introductory paragraph—determined by purpose) and conclusion.	b. Constructs a recognizable introduction (either as a single sentence or as an introductory paragraph—determined by purpose) and conclusion.
	c. Uses simple conjunctions as transitions (e.g. then, now, and)	c. Uses transitions frequently (e.g. next, first, after)	c. Writes a variety of endings (e.g. ends with something new to think about or a cliffhanger)	c. Develops an effective ending that goes beyond a repetition of the introduction (e.g., summary, prediction).	c. Develops an effective ending that goes beyond a repetition of the introduction (e.g., summary, prediction).
		d. Organizes narrative chronologically and sequentially.	d. Uses transitions and connections to connect ideas, descriptions, explanations, or facts within a paragraph (e.g., <i>ordinal and chronological</i>).	d. Uses a variety of transitional words and connections to make connections between and within paragraphs. ~ chronological (e.g., <i>next, after</i>) ~ ordinal (e.g., <i>first, second, third</i>)	d. Sequences ideas and uses transitional words and phrases to link events, reasons, facts, and opinions within and between paragraphs (e.g., order of importance — least, most).
		e. Describes procedures sequentially.	e. Organizes narrative chronologically and sequentially.	e. Structures plot in narratives using problem-solution-outcome. (persuasive essay)	e. Varies leads and endings in narratives.
		f. Organizes informational writing using categories. (animal unit)	f. Describes procedures sequentially (e.g., steps in a scientific experiment and/or steps to solving a mathematical problem).	f. Describes procedures sequentially (e.g., steps in problem solving in mathematics).	f. Organizes clearly: ~ comparisons (e.g., point-by-point) ~ explanations (e.g., save most important point for last) ~ persuasion (e.g., if-then) ~ narratives (e.g., problem-solution-outcome)
			g. Organizes informative writing logically (e.g., grouped by category; reasons and details/ examples). ~ animal unit ~ personal narrative	g. Organizes explanations (e.g., describes fitness activity and then explains why it is a favorite) logically ~ interviews ~ informational	

			~ reports	~ persuasion (e.g., if-then) ~ letter writing ~ news article ~ poetry	
Interval Benchmark 3: Understands concept of personal voice		Interval Benchmark 3: Writes with voice.		Interval Benchmark 3: Understands that different audiences and purposes affect writer's voice.	
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Uses detail and color in drawings (e.g., larger shapes for more important elements).	a. Uses detail and color in drawings.	a. Uses word choice to show emotion and interest.	a. Uses word choice to show emotion and interest.	a. Adjusts voice for different audiences (e.g. business vs. friendly letter).	a. Writes with a clearly defined voice appropriate to audience (e.g. informal versus formal voice).
	b. Uses exclamation points (e.g., I love pizza!).	b. Uses "book language" (e.g., mimics the voice of a character in a book).	b. Uses "book language" (e.g., mimics the voice of a character in a book).	b. Adjusts voice for different purposes.	b. Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., a "how to" paper vs. a persuasive piece).
	c. Uses size and shape of word for emphasis (e.g., WOW, <i>scary</i>).	c. Uses size and shape of word for emphasis (e.g., WOW, <i>scary</i>).	c. Writes in own voice in personal narrative (e.g. "spinach makes me gag").	c. Writes in own voice in personal narrative (e.g. "spinach makes me gag").	c. Writes in own voice in personal narrative (e.g. "spinach makes me gag").
	d. Discusses voice of author in read-alouds (e.g., "Bill Martin, Jr., sounds like he's singing.").	d. Discusses voice of author in read-alouds (e.g., "Bill Martin, Jr., sounds like he's singing.").	d. Discusses voice of author in read-alouds (e.g., "Bill Martin, Jr., sounds like he's singing.").	d. Discusses voice of author in read-alouds (e.g., "Bill Martin, Jr., sounds like he's singing.").	d. Discusses voice of author in read-alouds (e.g., "Bill Martin, Jr., sounds like he's singing.").
Interval Benchmark 4: Uses a variety of words.			Interval Benchmark 4: Uses language appropriate for a specific audience and purpose		
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Builds a rich vocabulary through listening, talking, singing, writing, and language activities	a. Builds a rich vocabulary through listening, talking, singing, writing, and language activities.	a. Builds a rich vocabulary through listening, talking, writing, and language activities.	a. Builds a rich vocabulary through listening, talking, writing, and language activities	a. Selects interesting and effective words from various sources (i.e. thesaurus).	a. Uses precise language (e.g., powerful verbs, specific descriptors).
b. Uses words from environmental print (e.g. stop signs, cereal boxes, logos).	b. Uses descriptive words (e.g., color words, sensory words, size words).	b. Uses descriptive words (e.g., color words, sensory words, size words).	b. Uses descriptive words (e.g., color words, sensory words, size words).	b. Uses specialized vocabulary in informational writing (e.g., <i>ocean report</i> , <i>desert report</i>).	b. Uses formal, informal, and specialized language (e.g., <i>photosynthesis</i> , <i>ratio</i> , <i>expedition</i>) appropriate for audience and purpose.
c. Uses classroom resources	c. Uses classroom resources	c. Uses classroom resources	c. Uses literary devices	c. Uses literary and sound	c. Uses literary and sound

c. Uses classroom resources (e.g., word walls, name charts, labels, other student/teacher-generated resources).	c. Uses classroom resources (e.g., personal dictionaries, word walls, other student/teacher-generated resources).	c. Uses classroom resources (e.g., personal dictionaries, word walls, other student/teacher-generated resources).	c. Uses literary devices (e.g., simile, personification, alliteration).	c. Uses literary and sound devices (e.g., rhythm, alliteration).	c. Uses literary and sound devices (e.g., similes, personification, rhythm, onomatopoeia).
Interval Benchmark 5: Understands sentence fluency.		Interval Benchmark 5: Uses more than one sentence type and structure.		Interval Benchmark 5: Uses a variety of sentences.	
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Participates in shared reading/writing of poems, songs, chants, and prose.	a. Participates in shared reading/writing of poems, songs, chants, and prose.	a. Writes a variety of sentence beginnings.	a. Writes a variety of sentence beginnings.	a. Writes a variety of sentence beginnings.	a. Writes a variety of sentence beginnings (e.g., starts with a participial phrase: “Laughing loudly, they walked down the hall.”).
	b. Writes a variety of sentence lengths.	b. Writes a variety of sentence lengths.	b. Writes a variety of sentence lengths.	b. Writes a variety of sentence lengths.	b. Writes a variety of sentence lengths.
		c. Writes a variety of sentence types (e.g., statement, command, exclamation, question).	c. Writes a variety of sentence types (e.g., statement, command, exclamation, question).	c. Writes a variety of sentence types (e.g., statement, command, exclamation, question).	c. Writes a variety of sentence structures (e.g., “Tran, busy with his homework, didn’t hear the telephone at first. Although he wanted to keep working, Tran took the call. He kept it short.”). (declarative, imperative, exclamatory, interrogative).
		d. Writes poetry with patterns.		d. Writes poetry with a specific rhythm. (e.g. haiku, acrostic, cinquain, limerick)	

STANDARD 4: Analyzes and evaluates the effectiveness of written work.

Interval Benchmark 1: Understands criteria are used to select a preferred piece of writing.			Interval Benchmark 1: Analyzes and evaluates writing using established criteria.		
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Identifies criteria for why stories and authors are preferred (e.g., characters and plots).	a. Identifies criteria for why stories and authors are preferred (e.g., characters and plots).	a. Identifies criteria for why stories/authors are preferred (e.g., description, word choice).	a. Identifies professional authors’ styles and techniques (e.g., use of details, word choice, voice).	a. Identifies writer’s craft and techniques (e.g., word choice, introductions, endings, points of view).	a. Identifies professional authors’ styles and techniques (e.g., leads, conclusions, word choice, purpose, character, and plot

	b. Shares writing with a peer.	b. Shares writing with a peer.	b. Shares writing with a peer.	b. Shares writing with a peer.	b. Shares writing with a peer.
					c. Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science — looking for conclusions drawn from data).
Interval Benchmark 2: Uses specific criteria for analyzing own writing.			Interval Benchmark 2: Analyzes and evaluates own writing using established criteria.		
Grade Level Expectation K	Grade Level Expectation 1	Grade Level Expectation 2	Grade Level Expectation 3	Grade Level Expectation 4	Grade Level Expectation 5
a. Participates in developing classroom criteria (e.g., “Does it make sense?”).	a. Participates in developing classroom criteria or checklist (e.g., color words, descriptive details, action words during interactive writing).	a. Identifies specific strengths in writing (e.g. ideas, organization, word choice).	a. Identifies specific strength in writing (e.g., sentence beginnings, spelling).	a. Explains strengths and weaknesses of own writing using criteria (e.g., 6+1 rubrics and anchor papers, checklists, 6-trait scoring guides).	a. Explains strengths and weaknesses of own writing using criteria (e.g., rubrics and anchor papers, checklists, 6-trait scoring guides).
b. Confers with teacher to set goals (e.g. add color or detail to drawing)	b. Compares own writing to checklist/teacher conference	b. Compares own writing to anchor papers, checklist, or rubric.	b. Explains strengths and weaknesses of own writing using criteria (e.g., 6+1 rubrics and anchor papers, checklists, scoring guides).	b. Selects written work for a portfolio and justifies the decision with criteria. (e.g. yearbook)	b. Sets goals based upon feedback from rubric and model anchor papers.
	c. Confers with teacher to set goals (e.g. add details to writing, write for a new purpose).	c. Confers with teacher to set goals (e.g. add description of a character, change beginnings of sentences).	c. Confers with teacher to set goals (e.g. make my words more interesting, change the beginnings of sentences, examine transitions for effectiveness).	c. Sets goals based upon feedback from rubric and model anchor papers.	