

## Language Arts K-2 – Writing

### Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

K	1	2	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>• Generate writing ideas through discussions with others.</li> <li>• Choose a topic for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Generate writing ideas through discussions with others.</li> <li>• Develop a main idea for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate writing ideas through discussion with others.</li> <li>• Develop a main idea for writing.</li> </ul>	A. Generate ideas for written compositions.		
<ul style="list-style-type: none"> <li>• Determine audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a purpose and audience for writing.</li> </ul>	B. Develop audience and purpose for self-selected and assigned writing tasks.		
<ul style="list-style-type: none"> <li>• Organize and group related ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organizational strategies to plan writing.</li> </ul>	C. Use organizers to clarify ideas for writing assignments.		
<ul style="list-style-type: none"> <li>• Reread own writing.</li> <li>• Use resources (e.g., a word wall) to enhance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize writing to include a beginning, middle and end.</li> <li>• Mimic language from literature when appropriate.</li> <li>• Reread own writing for clarity.</li> <li>• Add descriptive words and details.</li> <li>• Use resources to select effective vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize writing with a developed beginning, middle and end.</li> <li>• Include transitional words and phrases.</li> <li>• Use language for writing that is different from oral language, mimicking writing style of books when appropriate.</li> <li>• Reread and assess writing for clarity, using a variety of methods.</li> <li>• Add descriptive words and details and delete extraneous information.</li> <li>• Use resources to select effective vocabulary.</li> </ul>	D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail.		

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K	1	2	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>• Use correct sentence structures when expressing thoughts and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct complete sentences with subjects and verbs.</li> <li>• Proofread writing to improve conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of complete sentences.</li> <li>• Proofread writing to improve conventions.</li> </ul>	E. Edit to improve sentence fluency, grammar and usage.		
	<ul style="list-style-type: none"> <li>• Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply tools to judge the quality of writing.</li> </ul>	F. Apply tools to judge the quality of writing.		
<ul style="list-style-type: none"> <li>• Rewrite and illustrate writing samples for display and for sharing with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use available technology to compose text.</li> <li>• Rewrite and illustrate writing samples for display and for sharing with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use available technology to compose text.</li> <li>• Rewrite and illustrate writing samples for display and for sharing with others.</li> </ul>	G. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics.		

## Language Arts K-2 – Writing

### Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing to audience and purpose.

K	1	2	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>• Dictate or write simple stories, using letters, words or pictures.</li> <li>• Name or label objects or places.</li> <li>• Write from left to right and from top to bottom.</li> <li>• Dictate or write informal writings for various purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple stories with a beginning, middle and end that include descriptive words and details.</li> </ul>	<ul style="list-style-type: none"> <li>• Write stories that convey a clear message, include details, use vivid language and move through logical sequence of steps and events.</li> </ul>	A. Compose writings that convey a clear message and include well-chosen details.		
	<ul style="list-style-type: none"> <li>• Write responses to stories that include simple judgments about the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Write responses to stories by comparing text to other texts, or to people or events in their own lives</li> </ul>	B. Write responses to literature that demonstrate an understanding of a literary work.		
<ul style="list-style-type: none"> <li>• Dictate or write informal writings for various purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Write friendly letters or invitations that follow a simple letter format.</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).</li> </ul>	C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.		

## Language Arts K-2 – Writing

### Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

K	1	2	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>• Print capital and lowercase letters, correctly spacing the letters.</li> <li>• Leave spaces between words when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Print legibly, and space letters, words and sentences appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Print legibly, and space letters, words and sentences appropriately.</li> </ul>	A. Print legibly using appropriate spacing.		
<ul style="list-style-type: none"> <li>• Show characteristics of early letter name-alphabetic spelling.</li> <li>• Use some end consonant sounds when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words correctly with regular short vowel patterns and most common long vowel words.</li> <li>• Spell high-frequency words correctly.</li> <li>• Create phonetically-spelled written work that can usually be read by the writer and others.</li> <li>• Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words with consonant blends and digraphs.</li> <li>• Spell regularly used and high-frequency words correctly.</li> <li>• Spell words studied correctly.</li> <li>• Spell plurals and verb tenses correctly.</li> <li>• Begin to use spelling patterns and rules correctly.</li> </ul>	B. Spell grade-appropriate words correctly.		
		<ul style="list-style-type: none"> <li>• Use spelling strategies.</li> </ul>	C. Use conventions of punctuation and capitalization in written work.		
<ul style="list-style-type: none"> <li>• Place punctuation marks at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use end punctuation correctly.</li> <li>• Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).</li> <li>• Use nouns, verbs and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use periods, question marks and exclamation points as endpoints correctly.</li> <li>• Use quotation marks.</li> <li>• Use correct punctuation for contractions and abbreviations.</li> <li>• Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</li> <li>• Use nouns, verbs and adjectives correctly.</li> <li>• Use subjects and verbs that are in agreement.</li> <li>• Use personal pronouns.</li> <li>• Use past and present verb tenses.</li> <li>• Use nouns and pronouns that are in agreement.</li> </ul>	D. Use grammatical structures in written work.		

## Language Arts K-2 – Writing

### Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their finding.

*Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*

K	1	2	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>• Ask questions about a topic being studied or an area of interest.</li> <li>• Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ideas for investigation about a topic or area of personal interest.</li> <li>• Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations.</li> <li>• Use books or observations to gather information to explain a topic or unit of study with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Create questions for investigations, assigned topic or personal area of interest.</li> <li>• Utilize appropriate searching techniques to gather information from a variety of locations.</li> <li>• Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.</li> </ul>	A. Generate questions for investigation and gather information from a variety of sources.		
<ul style="list-style-type: none"> <li>• Recall information about a topic with teacher assistance.</li> <li>• Share findings visually or orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall important information about a topic with teacher assistance.</li> <li>• Report information to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify important information and write brief notes about the information.</li> <li>• Sort relevant information about the topic into categories with teacher assistance.</li> <li>• Report important findings to others.</li> </ul>	B. Retell important details and findings.		

## Language Arts K-2 – Writing

### Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

*Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*

K	1	2	BENCHMARK	When	Freq
<ul style="list-style-type: none"> <li>Listen attentively to speakers, stories, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Use active listening skills, such as making eye contact or asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use active listing strategies, such as making eye contact and asking for clarification and explanation.</li> <li>Identify the main idea of oral presentations and visual media.</li> </ul>	A. Use active listening strategies to identify the main idea and to gain information from oral presentations.		
<ul style="list-style-type: none"> <li>Connect what is heard with prior knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Compare what is heard with prior knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Compare what is heard with prior knowledge and experience.</li> </ul>	B. Connect prior experiences, insights and ideas to those of a speaker.		
<ul style="list-style-type: none"> <li>Follow simple oral directions.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple oral directions.</li> </ul>	<ul style="list-style-type: none"> <li>Follow two-and three-step oral directions.</li> </ul>	C. Follow multi-step directions.		
<ul style="list-style-type: none"> <li>Speak clearly and understandably.</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and understandably.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the rules of the English language.</li> <li>Select language appropriate to purpose and use clear diction and tone.</li> <li>Adjust volume to stress important ideas.</li> </ul>	D. Speak clearly and at an appropriate pace and volume.		
<ul style="list-style-type: none"> <li>Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.</li> <li>Recite short poems, songs and nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver brief informational presentations that:                             <ul style="list-style-type: none"> <li>demonstrate an understanding of the topic;</li> <li>include and sort relevant information and details to develop topic;</li> <li>organize information with a clear beginning and ending; and</li> <li>express opinions.</li> </ul> </li> <li>Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</li> <li>Deliver simple dramatic presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver informational presentations that:                             <ul style="list-style-type: none"> <li>present events or ideas in logical sequence and maintain a clear focus;</li> <li>demonstrate an understanding of the topic;</li> <li>include relevant facts and details to develop a topic;</li> <li>organize information with a clear beginning and ending;</li> <li>include diagrams, charts or illustrations as appropriate; and</li> <li>identify sources.</li> </ul> </li> <li>Deliver simple dramatic presentations.</li> </ul>	E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.		

