

Writing Standards Grades K-5

Kindergarten

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).

1.3 Write by moving from left to right and from top to bottom.

Penmanship

1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Grade 1

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Select a focus when writing.

1.2 Use descriptive words when writing.

Penmanship

1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

Grammar

1.2 Identify and correctly use singular and plural nouns.

1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking.

Punctuation

1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Grade 2

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Group related ideas and maintain a consistent focus.

Penmanship

1.2 Create readable documents with legible handwriting.

Research

1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

2.1 Write brief narratives based on their experiences:

- a. Move through a logical sequence of events.
- b. Describe the setting, characters, objects, and events in detail.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.

1.2 Recognize and use the correct word order in written sentences.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.

1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

Grade 3

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.

Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Create a single paragraph:

- a. Develop a topic sentence.
- b. Include simple supporting facts and details.

Penmanship

1.2 Write legibly in cursive or joined italic, allowing margins and correct

spacing between letters in a word and words in a sentence.

Research

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Provide a context within which an action takes place.
- b. Include well-chosen details to develop the plot.
- c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:

- a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
- b. Include the date, proper salutation, body, closing, and signature.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions

appropriate to this grade level.

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., *hair-hare*). 1.9 Arrange words in alphabetic order.

Grade 4

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.

Students progress through the stages of the writing process (e.g., prewriting,

drafting, revising, editing successive versions).

Organization and Focus

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions:

a. Provide an introductory paragraph.

b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

c. Include supporting paragraphs with simple facts, details, and explanations.

d. Conclude with a paragraph that summarizes the points.

e. Use correct indentation.

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

Penmanship

1.4 Write fluidly and legibly in cursive or joined italic.

Research and Technology

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events,

and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature:

- a. Demonstrate an understanding of the literary work.
- b. Support judgments through references to both the text and prior knowledge.

2.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple and compound sentences in writing and speaking.

1.2 Combine short, related sentences with appositives, participial phrases,

adjectives, ad-verbs, and prepositional phrases.

Grammar

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

1.5 Use underlining, quotation marks, or italics to identify titles of documents.

Capitalization

1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Spelling

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Grade 5

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create multiple-paragraph narrative compositions:

- a. Establish and develop a situation or plot.
- b. Describe the setting.
- c. Present an ending.

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological

order.

- b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
- c. Offer a concluding paragraph that summarizes important ideas and details.

Research and Technology

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

Evaluation and Revision

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Establish a plot, point of view, setting, and conflict.
- b. Show, rather than tell, the events of the story.

2.2 Write responses to literature:

- a. Demonstrate an understanding of a literary work.
- b. Support judgments through references to the text and to prior knowledge.
- c. Develop interpretations that exhibit careful reading and understanding.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation.

- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

2.4 Write persuasive letters or compositions:

- a. State a clear position in support of a proposal.
- b. Support a position with relevant evidence.
- c. Follow a simple organizational pattern.
- d. Address reader concerns.

Written and Oral English Language Conventions

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1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Grammar

1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise*), modifiers, and pronouns.

Punctuation

1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

Capitalization

1.4. Use correct capitalization.

Spelling

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions

correctly.