

## WRITING Genres

K	1	2	3	4	5	6	7	8
<p><b>W.GN.00.01</b> Write a brief personal narrative using:</p> <ul style="list-style-type: none"> <li>- pictures</li> <li>- words, clusters, sentences</li> </ul>	<p><b>W.GN.01.01</b> Write a personal narrative using illustrations and transitional words to indicate:</p> <ul style="list-style-type: none"> <li>- a sequence of events</li> <li>- sense of story</li> <li>- physical features of characters</li> </ul>	<p><b>W.GN.02.01</b> Write realistic fiction, fantasy, personal narrative that:</p> <ul style="list-style-type: none"> <li>- depicts major story events</li> <li>- uses illustrations</li> <li>- contains setting</li> <li>- problem/solution sequenced events</li> </ul>	<p><b>W.GN.03.01</b> Write a narrative piece (fable, folktale, realistic fiction) using:</p> <ul style="list-style-type: none"> <li>- personification</li> <li>- setting</li> <li>- actions/thoughts that reveal important character traits</li> </ul>	<p><b>W.GN.04.01</b> Write a narrative piece (myth/legend, fantasy, adventure) creating relationships among:</p> <ul style="list-style-type: none"> <li>- setting</li> <li>- characters</li> <li>- theme</li> <li>- plot</li> </ul>	<p><b>W.GN.05.01</b> Write a narrative piece (mystery, tall tale, historical fiction) using:</p> <ul style="list-style-type: none"> <li>- time period and setting to enhance the plot:</li> <li>- demonstrating roles and functions of:</li> <li>- heroes/villains/narrator</li> <li>- depicting conflicts/resolutions</li> </ul>	<p><b>W.GN.06.01</b> Write a cohesive narrative piece (personal narrative, adventure, tall tale, fantasy) that:</p> <ul style="list-style-type: none"> <li>- includes elements of characterization for major/minor characters that includes:</li> <li>- internal/external conflict</li> <li>- issues of plot/theme/imagery</li> </ul>	<p><b>W.GN.07.01</b> Write a cohesive narrative piece that includes appropriate conventions (memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices:</p> <ul style="list-style-type: none"> <li>- internal/external conflicts</li> <li>- antagonist/protagonist</li> <li>- personification</li> </ul>	<p><b>W.GN.08.01</b> Write a cohesive narrative piece that includes appropriate conventions: (historical fiction, science fiction, realistic fiction) and employ literary and plot devices:</p> <ul style="list-style-type: none"> <li>- narrator credibility</li> <li>- rising and falling actions/conflict</li> <li>- transitional language</li> <li>- imagery</li> </ul>
<p><b>W.GN.00.02</b> Approximate poetry using:</p> <ul style="list-style-type: none"> <li>- copy change</li> <li>- teacher guidance</li> </ul>	<p><b>W.GN.01.02</b> Approximate poetry based on reading a wide variety.</p>	<p><b>W.GN.02.02</b> Approximate poetry based on reading a wide variety.</p>	<p><b>W.GN.03.02</b> Write poetry based on reading a wide variety.</p>	<p><b>W.GN.04.02</b> Write poetry based on reading a wide variety.</p>	<p><b>W.GN.05.02</b> Write poetry based on reading a wide variety.</p>			
<p><b>W.GN.00.03</b> Write a brief informational piece:</p> <ul style="list-style-type: none"> <li>-drawings</li> <li>- words</li> <li>- word like clusters</li> <li>- sentences</li> </ul>	<p><b>W.GN.01.03</b> Write an informational piece that addresses a focus question using:</p> <ul style="list-style-type: none"> <li>- descriptive</li> <li>- enumerative</li> <li>- sequence patterns</li> </ul> <p>may include:</p> <ul style="list-style-type: none"> <li>- headings</li> <li>- titles</li> <li>- labels</li> <li>- photographs</li> <li>- illustrations</li> </ul> <p>to enhance understanding of central ideas</p>	<p><b>W.GN.02.03</b> Produce a magazine article using an organizational pattern:</p> <ul style="list-style-type: none"> <li>- descriptive</li> <li>- enumerative</li> <li>- sequence patterns</li> </ul> <p>may include:</p> <ul style="list-style-type: none"> <li>- graphs</li> <li>- diagrams</li> <li>- charts</li> </ul> <p>to enhance understanding of central ideas</p>	<p><b>W.GN.03.03</b> Write a report demonstrating understanding of central ideas using an organizational pattern.</p>	<p><b>W.GN.04.03</b> Write a comparative piece to demonstrate understanding of central ideas using an effective organizational pattern:</p> <ul style="list-style-type: none"> <li>- compare/contrast</li> <li>- boldface and italicized print</li> </ul>	<p><b>W.GN.05.03</b> Write a positions piece to demonstrate an idea of central ideas/ supporting detail:</p> <ul style="list-style-type: none"> <li>- position/evidence</li> <li>- organizational pattern</li> <li>- using multiple headings and subheadings</li> </ul>	<p><b>W.GN.06.02</b> Write an essay:</p> <ul style="list-style-type: none"> <li>- personal</li> <li>- journal</li> </ul>	<p><b>W.GN.07.02</b> Write a research report:</p> <ul style="list-style-type: none"> <li>- I-search</li> <li>- website</li> <li>- traditional</li> </ul> <p>that includes appropriate organizational patterns:</p> <ul style="list-style-type: none"> <li>- problem statement/ solution</li> <li>- position statement/ supporting evidence</li> <li>- compare/contrast</li> <li>- descriptive language</li> <li>- text features</li> </ul>	<p><b>W.GN.08.02</b> Write a historical expository piece:</p> <ul style="list-style-type: none"> <li>- journal</li> <li>- biography</li> <li>- simulated memoirs</li> </ul> <p>that includes appropriate:</p> <ul style="list-style-type: none"> <li>- organization</li> <li>- illustrations</li> <li>- marginal notes</li> <li>- annotations</li> </ul>

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<p><b>W.GN.00.04</b>  <b>Contribute to a class research project:</b>                      - gathering info                      - writing process</p>	<p><b>W.GN.01.04</b>  <b>Use a teacher selected topic to:</b>                      - <b>write one research question</b>                      - <b>locate/gather info</b>                      - <b>organize info</b>                      - <b>use steps in the writing process</b></p>	<p><b>W.GN.02.04</b>                      Using a teacher selected topic, develop <b>two</b> research questions.</p> <p style="text-align: center;"><b>W.GN.02.05</b></p> <p>With teacher assistance:                      - gather resources                      - organize info</p> <p><b>Use the writing process</b> to produce a research project:                      - <b>teacher selected topic</b>                      - <b>research questions</b>                      - <b>variety of resources</b></p>	<p><b>W.GN.03.04</b>  <b>Use the writing process to produce and present a research project:</b>                      - beginning with a teacher-selected topic                      - initiating research questions from content area text                      - using a variety of resources to gather and organize information</p>	<p><b>W.GN.04.04</b>                      Produce a research project:                      - <b>finding and narrowing research questions</b>                      - <b>variety of resources</b>                      - <b>taking notes</b>                      - <b>organizing relevant info to draw conclusions</b></p>	<p><b>W.GN.05.04</b>                      Produce and <b>present a research project:</b>                      - a teacher approved topic                      - narrowed focus question, and <b>hypothesis</b>                      - a variety of resources to gather/organize info:                      - organizing relevant information</p>	<p><b>W.GN.06.03</b>  <b>Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.</b></p>	<p><b>W.GN.07.03</b>                      Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.</p>	<p><b>W.GN.08.03</b>                      Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.</p>

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## Writing Writing Process

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<p><b>W.PR.00.01</b> With teacher assistance, <b>consider audience.</b></p>	<p><b>W.PR.01.01</b> With teacher assistance, consider audience and <b>purpose:</b> <b>- graphic organizers</b></p>	<p><b>W.PR.02.01</b> Consider audience and purpose.</p> <p><b>W.PR.02.06</b> <b>Narrow down a broader story to focus on one aspect.</b></p>	<p><b>W.PR.03.01</b> Set a purpose, consider audience, <b>and replicate authors' style/patterns.</b></p>	<p><b>W.PR.04.01</b> Set a purpose, consider audience, and replicate authors' styles/patterns.</p>	<p><b>W.PR.05.01</b> Set a purpose, consider audience, and replicate authors' styles/patterns.</p>	<p><b>W.PR.06.01</b> Set a purpose, consider audience, and replicate authors' styles/patterns.</p>	<p><b>W.PR.07.01</b> Set a purpose, consider audience, and replicate authors' styles/patterns.</p>	<p><b>W.PR.08.01</b> Set a purpose, consider audience, and replicate authors' styles/patterns.</p>
<p><b>W.PR.00.02</b> <b>Brainstorm to generate ideas for narrative /info text.</b></p>		<p><b>W.PR.02.03</b> <b>Develop a plan that includes graphic organizers</b> that represent a specific organizational pattern: - <b>description</b> - <b>enumeration</b> - <b>sequence</b> - <b>compare/contrast</b></p>	<p><b>W.PR.03.02</b> <b>Apply a variety of pre-writing strategies</b> for both <b>narrative and informational texts:</b> - <b>graphic organizers</b> - <b>Story maps</b> - <b>Venn diagrams to generate, sequence, structure ideas</b></p> <p>Use organizational pattern: - compare/contrast - <b>cause/effect</b> - problem/solutions</p>	<p><b>W.PR.04.02</b> Apply a variety of pre-writing strategies for both narrative and informational texts: - graphic organizers - Story maps - Venn diagrams to generate, sequence, structure ideas: - <b>plot</b> - <b>connecting time</b> - <b>setting</b> - <b>conflicts</b> - <b>resolutions</b> - <b>definition/description</b> - <b>sequence</b></p>	<p><b>W.PR.05.02</b> Use a variety of pre-writing strategies for both narrative\and informational texts: - graphic organizers - Story maps - Venn diagrams to generate, sequence, structure ideas: - <b>role/relationships of characters</b> - <b>setting</b> - <b>ideas</b> - <b>relationship of theory and evidence</b> - <b>compare/contrast</b></p>	<p><b>W.PR.06.02</b> Apply a variety of pre-writing strategies for both <b>narrative:</b> - graphic organizers - story maps/webs designed to develop a plot that includes: - <b>major/minor characters</b> - <b>climax</b> - <b>dialogue</b></p> <p><b>informational text:</b> - problem/solution - sequence</p>	<p><b>W.PR.07.02</b> Apply a variety of pre-writing strategies for <b>narrative:</b> - story maps - <b>internal/external conflict</b></p> <p><b>informational text:</b> - <b>position statement/evidence</b> - problem statement /solution - <b>compare/contrast</b></p>	<p><b>W.PR.08.02</b> Apply a variety of pre-writing strategies for narrative: - story maps - <b>roles of minor characters</b> - <b>credibility of narrator</b></p> <p><b>W.PR.08.03</b> <b>informational text:</b> - <b>compare/contrast</b> - <b>cause &amp; effect</b> - <b>sequential text patterns</b></p>
		<p><b>W.PR.02.07</b> Use a sequenced organizational pattern: - <b>appropriate grammar:</b> - <b>usage</b> - <b>mechanics</b> - <b>temporary spelling</b></p>	<p><b>W.PR.03.04</b> Use the <b>compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.</b></p>					

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## Writing Writing Process

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	<b>W.PR.01.03</b> Incorporate literary language.	<b>W.PR.02.02</b> Begin to use styles and patterns derived from studying authors.						
<b>W.PR.00.03</b> Use semi-phonetic spelling.	<b>W.PR.01.02</b> Write 3 or more connected sentences with grade level: - grammar - usage/ mechanics - temporary spellings	<b>W.PR.02.04</b> Write two paragraph cluster: - main idea - supporting details  <b>W.PR.02.05</b> Write in first and third person: - genre - purpose	<b>W.PR.03.03</b> Write sentences varying in patterns /length to slow down/speed up to create a mood.	<b>W.PR.04.03</b> Use a variety of techniques when writing an essay: - connected - coherent - mechanically sound paragraphs	<b>W.PR.05.03</b> Use <b>linguistic structures</b> and <b>textual features</b> to clearly communicate ideas/information with: - connected - coherent - mechanically sound paragraphs	<b>W.PR.06.04</b> Write for a <b>specific purpose</b> : - <b>multiple paragraphs</b> - <b>sentence variety</b> - <b>voice to meet the needs of audience</b> - <b>word choice</b> - <b>level of formality</b> - <b>example</b>	<b>W.PR.07.04</b> Select and use: - titles - leads, endings to achieve a specific purpose for specific audiences	
<b>W.PR.00.04</b> Revise own writing: - peers for suggestion and clarification	<b>W.PR.01.04</b> Read own drafts and attempt revision.  <b>W.PR.01.05</b> Reread own work and revise to clarify: - strong verbs - precise nouns	<b>W.PR.02.09</b> Identify sections that need revision: - reorganization - additions - deletions - transitions  <b>W.PR.02.10</b> Use revision strategies to make stylistic changes in content and form to suit audience and purpose.				<b>W.PR.06.03</b> Review and revise drafts with <b>audience/purpose</b> in mind: - <b>consistent voice /genre</b>	<b>W.PR.07.03</b> Revise writing to reflect <b>different perspectives for multiple purposes</b> .	<b>W.PR.08.04</b> Review & revise compositions for <b>coherence &amp; consistency</b> : - <b>word choice</b> - <b>cause and effect</b> - <b>style</b> read work from another reader's perspective

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## Writing Writing Process

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		<b>W.PR.02.08</b> Constructively and specifically <b>respond orally to others' writing.</b>	<b>W.PR.03.05</b> Constructively and specifically <b>respond orally</b> to others writing by identifying sections: <b>- to improve sequence</b> arranging paragraphs transitions).	<b>W.PR.04.04</b> Constructively and specifically respond orally to others' writing by identifying sections to improve organization: <b>- rearranging paragraphs and sequence</b> <b>-relating main/supporting ideas</b> <b>- using comparative transitions</b>	<b>W.PR.05.04</b> Constructively and specifically respond orally to others' writing by identifying sections to improve organization: <b>- position/evidence</b> <b>- flow of ideas</b> <b>- craft</b> <b>- titles, leads, endings</b> <b>- powerful verbs</b>			
	<b>W.PR.01.06</b> <b>Individually/groups, edit work:</b> <b>- word wall</b> <b>- checklist</b>	<b>W.PR.02.11</b> Individually/groups edit work using appropriate resource: - dictionaries - <b>spell check</b> - <b>writing reference checklists</b>	<b>W.PR.03.06</b> Edit work using appropriate resource: - dictionaries - <b>spell check</b> - <b>writing reference checklists</b>	<b>W.PR.04.05</b> Edit work using appropriate resource: - <b>dictionaries</b> - <b>spell check</b> - <b>grammar check</b> - <b>grammar references</b> - <b>writing references</b>	<b>W.PR.05.05</b> Edit work independently /collaboratively using: <b>- grade level check lists</b>	<b>W.PR.06.05</b> Edit writing using: - checklists both individually/peer editing groups personal style - grammar references - writing references	<b>W.PR.07.05</b> Edit writing using: - checklists both individually/peer editing groups	<b>W.PR.08.05</b> Edit writing using: - checklists both individually/peer editing groups

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## Writing Personal Style

K	1	2	3	4	5	6	7	8
<p><b>W.PS.00.01</b> Show originality in messages: - <b>narrative</b> - <b>informational</b></p>	<p><b>W.PS.01.01</b> Develop personal style in oral, written, visual messages: - <b>narrative:</b> - <b>natural language</b> - <b>specific action</b> - <b>emotion</b>  - <b>informational:</b> - <b>sequence</b> - <b>specific vocabulary</b> - <b>visual representation</b></p>	<p><b>W.PS.02.01</b> Develop personal style in oral, written, visual messages: - <b>narrative:</b> - <b>descriptive language</b> - <b>use of imagination</b> - <b>varying sentence</b> beginnings  - informational: - <b>facts</b> - <b>effective conclusions</b></p>	<p><b>W.PS.03.01</b> Exhibit individual style and voice: - <b>narrative text</b> - <b>varied word choice and sentence structure</b> - <b>character description</b>  - <b>informational</b> - <b>examples</b> - <b>transitions</b> - <b>grammar usage</b></p>	<p><b>W.PS.04.01</b> Exhibit individual style and voice: - in narrative text - <b>strong verbs</b> - <b>figurative language</b> - <b>sensory images</b>  - informational text: - <b>precision</b> - <b>established importance</b> - <b>transitions</b></p>	<p><b>W.PS.05.01</b> Exhibit individual style and voice: - in <b>narrative</b> text - <b>personification</b> - <b>humor</b> - <b>element of surprise</b>  - informational text - <b>emotional appeal</b> - <b>strong opinion</b> - <b>credible support</b></p>	<p><b>W.PS.06.01</b> Exhibit individual style and voice: - in narrative text - personification - humor - element of surprise  - informational text - emotional appeal - strong opinion - credible support</p>	<p><b>W.PS.07.01</b> Exhibit individual style: - in <b>narrative</b> text - personification - <b>humor</b> - <b>element of surprise</b>  - <b>informational</b> text - emotional appeal - strong opinion - credible support</p>	<p><b>W.PS.08.01</b> Exhibit individual style: - in narrative text - personification - humor - element of surprise  - informational text - emotional appeal - strong opinion - credible support</p>

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## Grammar and Usage

K	1	2	3	4	5	6	7	8
	<p><b>W.GR.01.01</b>  <b>Use complete sentences:</b>                      - beginning with a capital letter                      - ending with a period, question mark                      - exclamation point</p>	<p><b>W.GR.02.01</b>  <b>In the context of writing, identify/use:</b>                      - complete/compound sentences                      - nouns/verbs                      - commas                      - contractions                      - colons to denote time                      - capitalization</p>	<p><b>W.GR.03.01</b>                      Identify/use:                      - subjects verbs that are in agreement                      - verb tenses                      - nouns/possessives                      - commas in a series                      - dialogue</p>	<p><b>W.GR.04.01</b>                      Use:                      - simple/compound sentences                      - direct/indirect objects                      - prepositional phrases                      - adjectives                      - common/proper nouns as subjects/objects                      - pronouns as antecedents                      - regular/irregular verbs                      - hyphens between syllables                      - apostrophes in contractions                      - commas in salutations                      - quotations/italics for titles names</p>	<p><b>W.GR.05.01</b>                      Identify/use:                      - compound subjects and predicates                      - proper nouns /pronouns                      - articles                      - conjunctions                      - hyphens in compound /number words                      - commas between two independent clauses                      - to set off direct address/long phrases/colons                      - colons to separate hours and minutes                      - colons to introduce a list</p>	<p><b>W.GR.06.01</b>                      Use style convention e.g., MLA and a variety of grammatical structures:                      - indefinite and predicate pronouns                      - transitive and intransitive verbs                      - adjective/adverb phrases                      - adjective/adverb subordinate clauses                      - comparative adverbs/adjectives                      - superlatives                      - conjunctions                      - compound sentences                      - appositive independent /dependent clauses                      - introductory phrases                      - periods, commas                      - quotation marks                      - uses of underlining &amp; italics</p>	<p><b>W.GR.07.01</b>                      Use style convention e.g., MLA and a variety of grammatical structures including:                      - participial phrases                      - adverbial subordinate clauses                      - superlative                      - adjectives/ adverbs                      - present/ past/future                      - continuous verb tenses                      - parentheses                      - singular/plural possessive forms                      - indefinite pronoun</p>	<p><b>W.GR.08.01</b>                      Use style convention e.g., MLA and a variety of grammatical structures including:                      - infinitives                      - gerunds                      - participial phrases                      - dashes/ellipses</p>

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## Writing Spelling

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<p><b>W.PS.00.01</b> <b>Spell about 18</b> frequently encountered words correctly.</p>	<p><b>W.PS.01.01</b> Spell frequently encountered <b>one-syllable words</b> from common word families.</p>	<p><b>W.PS.02.01</b> Spell frequently encountered <b>two syllable words including prefixes, suffixing</b>, for other words use: - structural cues (letter/sound, rimes) - environmental sources (word walls, lists)</p>	<p><b>W.PS.03.01</b> Spell frequently encountered words: - <b>multi-syllabic</b> - <b>controlled</b> - <b>contractions</b> - <b>compound</b> - <b>common homophones</b> for other words use: - structural cues (letter/sound, rimes) - <b>morphemic</b> - environmental sources (word walls, lists, <b>dictionaries, spell checkers</b>)</p>	<p><b>W.PS.04.01</b> Spell frequently encountered words: - <b>multi-syllabic</b> - <b>roots</b> - <b>inflections</b> - <b>prefixes</b> - <b>suffixes</b> for other words use: - structural cues (letter/sound, rimes) - morphemic - environmental sources (word walls, lists, dictionaries, spell checkers)</p>	<p><b>W.PS.05.01</b> Spell frequently encountered words: - multi-syllabic - roots - inflections - prefixes - suffixes for other words use: - structural cues (letter/sound, rimes) - morphemic - environmental sources ( word walls, lists, dictionaries, spell checkers)</p>	<p><b>W.PS.06.01</b> Spell frequently misspelled words: - <b>their, there, they're</b></p>	<p><b>W.PS.07.01</b> Correctly spell the <b>derivatives of bases and affixes.</b></p>	<p><b>W.PS.08.01</b> <b>Use spelling conventions in the context of their own writing.</b></p>
<p><b>W.PS.00.02</b> for other words <b>rely on:</b> - <b>structural cues</b> - <b>environmental sources</b></p>	<p><b>W.PS.01.02</b> for other words use: - <b>structural cues (letter/sound, rimes)</b> - <b>environmental sources (word walls, lists)</b></p>							

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## Writing Handwriting

K	1	2	3	4	5	6	7	8
<b>W.HW.00.01</b> Form: - upper - lower case letters	<b>W.HW.01.01</b> <b>Write legibly:</b> - upper - lower case letters	<b>W.HW.02.01</b> <b>Fluently and legibly write:</b> - upper - lower case - <b>begin</b> to write cursive	<b>W.HW.03.01</b> <b>Write the cursive alphabet.</b>	<b>W.HW.04.01</b> <b>Write neatly and legibly.</b>	<b>W.HW.05.01</b> Write neatly and legibly.	<b>W.HW.06.01</b> <b>Be legible in their own compositions.</b>	<b>W.HW.07.01</b> Be legible in their own compositions.	<b>W.HW.08.01</b> Be legible in their own compositions.
<b>W.HW.00.02</b> <b>Leave space between:</b> - words - word clusters								
<b>W.HW.00.03</b> <b>Write from:</b> - left to write - top to bottom								

## Writing Attitude

K	1	2	3	4	5	6	7	8
<b>W.AT.00.01</b> <b>Be enthusiastic about writing.</b>	<b>W.AT.01.01</b> Be enthusiastic about writing and <b>leaning how to write.</b>	<b>W.AT.02.01</b> Be enthusiastic about writing and leaning how to write.	<b>W.AT.03.01</b> Be enthusiastic about writing and leaning how to write.	<b>W.AT.04.01</b> Be enthusiastic about writing and leaning how to write.	<b>W.AT.05.01</b> Be enthusiastic about writing and leaning how to write.	<b>W.AT.06.01</b> Be enthusiastic about writing.	<b>W.HW.07.01</b> Be enthusiastic about writing	<b>W.HW.08.01</b> Be enthusiastic about writing.

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