## Curricular Priorities: Writing (based on research and evidence)

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
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<td>Copy simple sentences accurately.</td>
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### High priority

- Fluently print words left-to-right using correct letter formation and spacing.
- Using cursive, fluently write words, sentences, and paragraphs using correct letter formation and spacing.
- Write neat and legible compositions in the student’s style of choice.
- Identify topic, audience, and purpose when planning expository or narrative writing; use an appropriate graphic organizer based on the writing genre; engage in occasional collaborative writing.

### Low priority

- Copy simple sentences accurately.
- Fluently print words left-to-right using correct letter formation and spacing.
- Using cursive, fluently write words, sentences, and paragraphs using correct letter formation and spacing.
- Write neat and legible compositions in the student’s style of choice.

### Planning

- During teacher-led or independent writing experiences, generate and organize ideas for both expository and narrative writing.
- Identify topic, audience, and purpose when planning expository or narrative writing; use an appropriate graphic organizer based on the writing genre.
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2/18/2011
Kindergarten
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 1
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 2
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 3
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 4
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 5
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 6
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 7
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.

Grade 8
- Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts.
- Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types.
- Revise draft based on meaningful and constructive feedback from teachers and/or peers.
## Curricular Priorities—Writing

### Kindergarten

- Correctly spell **frequently encountered plus personally meaningful words.**
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### When writing unknown words, rely first on phonics (letter sounds and word parts) and then on outside resources (word walls, glossaries, electronic sources, and dictionary).

- Archer, 2007; Graham, et al., 1993; Torgeson, 2004; Green, 2003
- Archer, 2008; Moats, 2005, 2006; Bingemner and Richards, 2002

- Spell words using phonemic and phonics skills. (W.PR.03.01)

- Use the alphabetic principle to write words with known letter sounds (consonant blends, consonant digraphs, short vowels, long vowels, high-frequency vowel teams, r-controlled vowels in CVCC, CCVC, CVCC, CCCV, CVCV, CVCe, CVs, syllable structures with known letter sounds, and common words with endings -ing, -s, -ed).

- Use correct capitalization (including proper nouns and the first letter of a sentence) and punctuation marks (period, question mark, or exclamation point at the end of sentences; apostrophe in the common contractions I'm and don't). (W.GR.01.01)

- Use correct capitalization (including proper nouns and the first letter of a sentence) and punctuation marks (appropriate end marks; apostrophes; commas to separate items in a list, parts of a compound sentence, to separate city and state; periods with abbreviations). (W.GR.02.01)

- Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas to separate items in a list, parts of a compound sentence, to separate city and state, periods with abbreviations; quotation marks). (W.GR.03.01)

- Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas to separate items in a list, parts of a compound sentence, to separate city and state; periods with abbreviations; quotation marks; italics to identify titles). (W.GR.04.01)

- Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas to separate items in a list, parts of a compound sentence, to separate city and state, periods with abbreviations; quotation marks; italics to identify titles). (W.GR.05.01)

- Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas to separate items in a list, parts of a compound sentence, to separate city and state, periods with abbreviations; quotation marks; italics to identify titles). (W.GR.06.01)

- Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas to separate items in a list, parts of a compound sentence, to separate city and state, periods with abbreviations; quotation marks; italics to identify titles). (W.GR.07.01)

- Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas to separate items in a list, parts of a compound sentence, to separate city and state, periods with abbreviations; quotation marks; italics to identify titles). (W.GR.08.01)
## Curricular Priorities—Writing
(based on research and evidence)

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<td>Conventions</td>
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<td>In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative and superlative adjectives and adverbs; participial phrases; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents. (W.GR.08.01)</td>
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### Curricular Priorities—Writing (based on research and evidence)

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<th>Grade</th>
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| Kindergarten | Discuss the quality and accuracy of their writing and the writing of others with teacher guidance.  
  (RK-CS.01.01)  
  Baker and Hubbard, 2002 |
| Grade 1 | Proofread and edit writing based on feedback from teachers and peers; consider organization, vocabulary, grammar, spelling, capitalization, and punctuation.  
  (RK-CS.02.01)  
  Means, 2004; Archer, 2007; Baker and Hubbard, 2002 |
| Grade 2 | Proofread and edit writing based on feedback from teachers, peers, and outside sources; consider organization, vocabulary, grammar, spelling, capitalization, and punctuation.  
  (W.PR.03.05)  
  Graham and Harris 2005; Wong, Butler, Ficzara, and Kuperis, 1996; Archer 2007; Baker and Hubbard, 2002 |
| Grade 3 | Proofread and edit writing based on feedback from teachers, peers, and outside sources; consider organization, vocabulary, grammar, spelling, capitalization, and punctuation.  
  (W.PR.04.05)  
| Grade 4 | Proofread and edit writing based on feedback from teachers, peers, and outside sources; consider organization, vocabulary, grammar, spelling, capitalization, and punctuation.  
  (W.PR.05.05)  
| Grade 5 | Proofread and edit writing based on feedback from teachers, peers, and outside sources (such as Modern Language Association Handbook); consider organization, vocabulary, grammar, spelling, capitalization, and punctuation.  
  (W.PR.06.05)  
| Grade 6 | Proofread and edit writing based on feedback from peers and outside sources (such as Modern Language Association Handbook); consider organization, vocabulary, grammar, spelling, capitalization.  
  (W.PR.07.05)  
| Grade 7 | Proofread and edit writing based on feedback from teachers, peers, and outside sources (such as Modern Language Association Handbook); consider organization, vocabulary, grammar, spelling, capitalization, and punctuation.  
  (W.PR.08.05)  
| Grade 8 | Proofread and edit writing based on feedback from peers and outside sources (such as Modern Language Association Handbook); consider organization, vocabulary, grammar, spelling, capitalization, and punctuation.  
  (W.PR.09.05)  