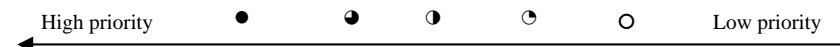


Curricular Priorities—Writing (based on research and evidence)



By the end of each respective grade, students will

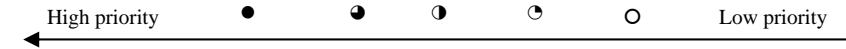
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Handwriting	<ul style="list-style-type: none"> Copy simple sentences accurately. (Moats, 2005; Graham, 1998) Fluently print words left-to-right using correct letter formation and spacing. <i>Measured by AIMSweb Correct Letters Copied Spring Target: 11</i> (W.H.W.00.01, W.H.W.00.02, W.H.W.00.03) Baker, et. al., 2003; Berninger and Richards, 2002; Graham, 1998; Graham and Harris, 2000; Baker and Hubbard, 2002 	<ul style="list-style-type: none"> Fluently print words and sentences using correct letter formation and spacing. (W.H.W. 01.01, W.GR.01.01) Graham, 1998; Baker, et. al., 2003; Berninger and Richards, 2002; Moats, 2004; Graham and Harris, 2000; Baker and Hubbard, 2002 	<ul style="list-style-type: none"> Fluently print words, sentences, and paragraphs using correct letter formation and spacing. (W.H.W. 02.01) Graham 1998; Baker, et. al., 2003; Berninger and Richards, 2002; Moats, 2004; Graham and Harris, 2000; Baker and Hubbard, 2002 Legibly write all letters and some personally-meaningful words in cursive. (W.H.W.02.01) Graham, 1998; Baker and Hubbard, 2002 	<ul style="list-style-type: none"> Using cursive, fluently write words, sentences, and paragraphs using correct letter formation and spacing. (W.H.W.03.01) Graham 1998; Harris, and Fink, 2000; Berninger and Richards, 2002; Graham, 1998; Graham and Harris, 2000; Baker and Hubbard, 2002; Baker et. al. 2003 	<ul style="list-style-type: none"> Write neat and legible compositions in the student's style of choice. (W.H.W.04.01) Berninger and Richards, 2002; Graham and Harris, 2000; Graham, 1998; Baker and Hubbard, 2002; Baker et. al. 2003 	<ul style="list-style-type: none"> Write neat and legible compositions in the student's style of choice. (W.H.W.05.01) Berninger and Richards, 2002; Graham and Harris, 2000; Graham, 1998; Baker and Hubbard, 2002; Baker et. al. 2003 	<ul style="list-style-type: none"> Write neat and legible compositions in the student's style of choice. (W.H.W.06.01) Graham, S., 1998; Berninger and Richards, 2002; Spear-Swerling, 2006; Graham and Harris, 2000; Baker and Hubbard, 2002; Baker et. al. 2003 	<ul style="list-style-type: none"> Write neat and legible compositions in the student's style of choice. (W.H.W.07.01) Graham, S., 1998; Berninger and Richards, 2002; Spear-Swerling, 2006; Graham and Harris, 2000; Baker and Hubbard, 2002; Baker et. al. 2003 	<ul style="list-style-type: none"> Write neat and legible compositions in the student's style of choice. (W.H.W.08.01) Graham, S., 1998; Berninger and Richards, 2002; Spear-Swerling, 2006; Graham and Harris, 2000; Baker and Hubbard, 2002; Baker et. al. 2003
Planning	<ul style="list-style-type: none"> During teacher-led or independent writing experiences, generate and organize ideas for both expository and narrative writing. (W.PR.00.02) Auman, 2008; Troia and Graham, 2002 	<ul style="list-style-type: none"> Identify topic, audience, and purpose when planning expository or narrative writing; use an appropriate graphic organizer based on the writing genre. (W.PR.01.01) Auman, 2008; Archer, 2007; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005; Marzano 2001 	<ul style="list-style-type: none"> Identify topic, audience, and purpose when planning expository or narrative writing; use an appropriate graphic organizer based on the writing genre. (W.PR.02.01, W.PR.02.02) Auman, 2008; Archer, 2007; Graham and Harris, 2005; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Marzano 2001 	<ul style="list-style-type: none"> Identify topic, audience, and purpose when planning expository or narrative writing; use an appropriate graphic organizer based on the writing genre. (W.PR.03.01, W.PR.03.02) Auman, 2008; Wong, Butler, Ficzer, and Kuperis, 1996; Marzano, 2001; Troia and Graham, 2002; Harris and Graham, 2005; Archer, 2007 – presentation at KRESA; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005 	<ul style="list-style-type: none"> 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. (W.PR.04.01, W.PR.04.02) Auman, 2008; Wong, Butler, Ficzer, and Kuperis, 1996; Marzano, 2001; Troia and Graham, 2002; Harris and Graham, 2005; Archer, 2007 – presentation at KRESA; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005; Glatthorn, 1981; Graham and Perin, 2007 	<ul style="list-style-type: none"> 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. (W.PR.05.01, W.PR.05.02) Auman, 2008; Wong, Butler, Ficzer, and Kuperis, 1996; Marzano, 2001; Troia and Graham, 2002; Harris and Graham, 2005; Archer, 2007 – presentation at KRESA; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005; Glatthorn, 1981; Graham and Perin, 2007 	<ul style="list-style-type: none"> 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. (W.PR.06.01, W.PR.06.02) Auman, 2008; Wong, Butler, Ficzer, and Kuperis, 1996; Marzano, 2001; Troia and Graham, 2002; Harris and Graham, 2005; Archer, 2007 – presentation at KRESA; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005; Glatthorn, 1981; Graham and Perin, 2007 	<ul style="list-style-type: none"> 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. (W.PR.07.01, W.PR.07.02) Auman, 2008; Wong, Butler, Ficzer, and Kuperis, 1996; Marzano, 2001; Troia and Graham, 2002; Harris and Graham, 2005; Archer, 2007 – presentation at KRESA; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005; Glatthorn, 1981; Graham and Perin, 2007 	<ul style="list-style-type: none"> 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. (W.PR.08.01, W.PR.08.02) Auman, 2008; Wong, Butler, Ficzer, and Kuperis, 1996; Marzano, 2001; Troia and Graham, 2002; Harris and Graham, 2005; Archer, 2007 – presentation at KRESA; Troia and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005; Glatthorn, 1981; Graham and Perin, 2007

Curricular Priorities—Writing (based on research and evidence)

High priority ● ● ● ● ● Low priority

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Drafting/Revising	<ul style="list-style-type: none"> ● Write expository, personal narrative, and narrative text incorporating drawings, words, and several simple sentences on a topic. (W.GN.00.01, W.GN.00.03, W.PR. 00.03) Auman, 2008; Graham and Harris, 2005; Reeves, 2003; Moats 2004 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write multiple sentences for expository, personal narrative, and narrative text. (W.GN.01.01, W.GN.01.03) Auman, 2008; Graham and Harris, 2005; Reeves, 2003; Moats 2004; Baker and Hubbard, 2002; Troia and Graham, 2002 ● Incorporate correct grammar, mechanics, usage, conventional/temporary spellings, logical sequences, and transition words when constructing a variety of sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 7</i> (W.PR.01.02, W.GR. 01.01) Auman, 2008; Moats, 2004; Hillocks, 1984; Harris and Graham, 1996 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write multiple sentences/several paragraphs for expository, personal narrative, and narrative text. (W.PR.02.03 W.GN.02.01, W.GN.02.03, W.GN.02.04) Auman, 2008; Graham and Harris, 2005; Reeves, 2003; Moats 2004; Baker and Hubbard, 2002; Troia and Graham, 2002 ● Incorporate correct grammar, mechanics, usage, conventional/temporary spellings, logical sequences, and transition words when constructing a variety of sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 15</i> (W.PR.02.05, W.GR.02.01) Auman, 2008; Moats, 2004; ; Hillocks, 1984; Harris and Graham, 1996 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative text. (W.PR.03.03, W.GN.03.01, W.GN.03.03, W.GN.03.04) Marzano, 2001; Troia and Graham, 2002; Reeves, 2003; Baker and Hubbard, 2002; Auman, 2008 ● Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 23</i> (W.GR.03.01) Routman, 1996; Hillocks, 1987; Auman, 2008; Hillocks, 1984; Harris and Graham, 1996 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative text. (W.PR.04.03, W.GN.04.01, W.GN.04.03, W.GN.04.04) Marzano, 2001; Graham and Perin, 2007; Troia and Graham, 2002; Reeves, 2003; Baker and Hubbard, 2002; Auman, 2008; Glatthorn, 1981; Graham and Harris, 2005 ● Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words to fluently construct a variety of simple and complex sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 31</i> (W.GR.04.01) Routman, 1996; Hillocks, 1987; Cotton (NWR-L) ; Hillocks, 1984; Harris and Graham, 1996; Graham and Perin, 2007; Auman, 2008 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts. (W.GN.05.01, W.GN.05.03, W.GN.05.04, W.PR.05.03) Marzano, 2001; Graham and Perin, 2007; Troia and Graham, 2002; Reeves, 2003; Baker and Hubbard, 2002; Auman, 2008; Glatthorn, 1981; Graham and Harris, 2005 ● Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words to fluently construct a variety of simple and complex sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 35</i> (W.GR.05.01) Routman, 1996; Hillocks, 1987; Cotton (NWR-L) ; Hillocks, 1984; Harris and Graham, 1996; Graham and Perin, 2007; Auman, 2008 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts. (W.GN.06.01, W.GN.06.02, W.GN.06.03, W.PR.06.04) Marzano, 2001; Graham and Perin, 2007; Troia and Graham, 2002; Reeves, 2003; Baker and Hubbard, 2002; Auman, 2008; Glatthorn, 1981; Graham and Harris, 2005 ● Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words to fluently construct a variety of simple and complex sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 45</i> (W.GR.06.01) Routman, 1996; Hillocks, 1987; Cotton (NWR-L) ; Hillocks, 1984; Harris and Graham, 1996; Graham and Perin, 2007; Auman, 2008 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts. (W.GN.07.01, W.GN.07.02, W.GN.07.03, W.PR.07.04) Marzano, 2001; Graham and Perin, 2007; Troia and Graham, 2002; Reeves, 2003; Baker and Hubbard, 2002; Auman, 2008; Glatthorn, 1981; Graham and Harris, 2005 ● Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words to fluently construct a variety of simple and complex sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 51</i> (W.GR.07.01) Routman, 1996; Hillocks, 1987; Cotton (NWR-L) ; Hillocks, 1984; Harris and Graham, 1996; Graham and Perin, 2007; Auman, 2008 	<ul style="list-style-type: none"> ● Use a graphic organizer/plan to write several sentences to a multiple page report for expository, personal narrative, and narrative texts. (W.GN.08.01, W.GN.08.02, W.GN.08.03, W.PR.08.03) Marzano, 2001; Graham and Perin, 2007; Troia and Graham, 2002; Reeves, 2003; Baker and Hubbard, 2002; Auman, 2008; Glatthorn, 1981; Graham and Harris, 2005 ● Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words to fluently construct a variety of simple and complex sentence types. <i>Measured by AIMSweb Correct Writing Sequence; Spring Target: 56</i> (W.GR.08.01) Routman, 1996; Hillocks, 1987; Cotton (NWR-L) ; Hillocks, 1984; Harris and Graham, 1996; Graham and Perin, 2007; Auman, 2008
	<ul style="list-style-type: none"> ○ Revise draft based on reading it aloud and using feedback from others. (W.PR.00.04) Bergen, 2008; Auman, 2008 	<ul style="list-style-type: none"> ○ Revise draft after reading it aloud to clarify meaning and improve word choice (strong verbs, precise nouns, and adding information) for the audience. W. PR.01.03) Moats, 2004; Auman, 2008; Archer, 2007; Graham and Harris, 2005; Baker and Hubbard, 2002 	<ul style="list-style-type: none"> ○ Revise draft based on constructive and specific oral and written responses. (W.PR.02.06) Moats, 2004; Auman, 2008; Archer, 2007; Graham and Harris, 2005; Baker and Hubbard, 2002 	<ul style="list-style-type: none"> ○ Revise draft using rubric/checklist-based feedback from teachers and/or peers. (W.PR.03.04, R.CS.03.01) Graham and Harris 2005; Wong, Butler, Ficzer, and Kuperis, 1996; Archer, 2007; Auman, 2008; Baker and Hubbard, 2002 	<ul style="list-style-type: none"> ○ Revise draft using rubric/checklist-based feedback from teachers and/or peers. (W.PR.04.04, R.CS.04.01) Graham and Harris 2005; Wong, Butler, Ficzer, and Kuperis, 1996; Archer 2007; Auman, 2008; Baker and Hubbard, 2002; Graham and Perin, 2007 ○ Engage in research and report writing. (W.GN.04.04) Graham and Perin, 2007; Reeves, 2003; Torgeson, 2007; Graham and Harris, 2005 	<ul style="list-style-type: none"> ○ Revise draft using rubric/checklist-based feedback from teachers and/or peers. (W.PR.05.04, R.CS.05.01) Graham and Harris 2005; Wong, Butler, Ficzer, and Kuperis, 1996; Archer 2007; Auman, 2008; Baker and Hubbard, 2002; Graham and Perin, 2007 ○ Engage in research and report writing. (W.GN.05.04) Graham and Perin, 2007; Reeves, 2003; Torgeson, 2007; Graham and Harris, 2005 	<ul style="list-style-type: none"> ○ Revise draft using rubric/checklist-based feedback from teachers and/or peers. (W.PR.06.03, R.CS.06.01) Graham and Harris 2005; Wong, Butler, Ficzer, and Kuperis, 1996; Archer 2007; Auman, 2008; Baker and Hubbard, 2002; Graham and Perin, 2007 ○ Engage in research and report writing. (W.GN.06.03) Graham and Perin, 2007; Reeves, 2003; Torgeson, 2007; Graham and Harris, 2005 	<ul style="list-style-type: none"> ○ Revise draft using rubric/checklist-based feedback from teachers and/or peers. (W.PR.07.03, R.CS.07.01) Graham and Harris 2005; Wong, Butler, Ficzer, and Kuperis, 1996; Archer 2007; Auman, 2008; Baker and Hubbard, 2002; Graham and Perin, 2007 ○ Engage in research and report writing. (W.GN.07.02, W.GN.07.03) Graham and Perin, 2007; Reeves, 2003; Torgeson, 2007; Graham and Harris, 2005 	<ul style="list-style-type: none"> ○ Revise draft using rubric/checklist-based feedback from teachers and/or peers. (W.PR.08.04, R.CS.08.01) Graham and Harris 2005; Wong, Butler, Ficzer, and Kuperis, 1996; Archer 2007; Auman, 2008; Baker and Hubbard, 2002; Graham and Perin, 2007 ○ Engage in research and report writing. (W.GN.08.03) Graham and Perin, 2007; Reeves, 2003; Torgeson, 2007; Graham and Harris, 2005

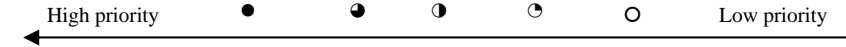
Curricular Priorities—Writing (based on research and evidence)



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Conventions							<ul style="list-style-type: none"> In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives superlatives; conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes. (W.GR.06.01) 	<ul style="list-style-type: none"> In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents. (W.GR.07.01) 	<ul style="list-style-type: none"> In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses. (W.GR.08.01)

DRAFT

Curricular Priorities—Writing (based on research and evidence)



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Editing		<ul style="list-style-type: none"> ○ Discuss the quality and accuracy of their writing and the writing of others with teacher guidance. (R.CS.01.01) Baker and Hubbard, 2002 	<ul style="list-style-type: none"> ● Proofread and edit writing based on feedback from teachers and peers; consider organization, vocabulary, grammar, spelling, capitalization, and punctuation. (R.CS.02.01) Moats, 2004; Archer, 2007; Baker and Hubbard, 2002 	<ul style="list-style-type: none"> ● 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, Ficzar, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002 	<ul style="list-style-type: none"> ● 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) Graham and Harris 2005; Wong, Butler, Ficzar, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	<ul style="list-style-type: none"> ● 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) Graham and Harris 2005; Wong, Butler, Ficzar, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	<ul style="list-style-type: none"> ● 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) Graham and Harris 2005; Wong, Butler, Ficzar, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	<ul style="list-style-type: none"> ● 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.07.05) Graham and Harris 2005; Wong, Butler, Ficzar, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	<ul style="list-style-type: none"> ● 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.08.05) Graham and Harris 2005; Wong, Butler, Ficzar, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007

DRAFT