

High priority • • • • • •

	Kindergarten	Grade 1	G	brade 2	Grade 3	(Grade 4	G	Frade 5	G	rade 6	G	rade 7	Gr	ade 8
Handwriting	 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</i> <i>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 	• 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	•	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.HW.02.01) Graham, 1998; Baker and Hubbard, 2002	 Using cursive, fluently write words, sentences, and paragraphs using correct letter formation and spacing. (W.HW.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 	•	Write neat and legible compositions in the student's style of choice. (W.HW.04.01) Berninger and Richards, 2002; Graham and Harris, 2000; Graham, 1998; Baker and Hubbard, 2002; Baker et. al. 2003		Write neat and legible compositions in the student's style of choice. (W.HW.05.01) Berninger and Richards, 2002; Graham and Harris, 2000; Graham, 1998; Baker and Hubbard, 2002; Baker et. al. 2003	•	Write neat and legible compositions in the student's style of choice. (W.HW.06.01) Graham, S., 1998; Berninger and Richards, 2002; Spear- Swerling, 2006 ; Graham and Harris, 2000; Baker and Hubbard, 2002; Baker et. al. 2003	•	Write neat and legible compositions in the student's style of choice. (W.HW.07.01) Graham, S., 1998; Berninger and Richards, 2002; Spear-Swerling, 2006; Graham and Harris, 2000; Baker and Hubbard, 2002; Baker et. al. 2003	•	Write neat and legible compositions in the student's style of choice. (W.HW.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	 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 	 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 	•	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	 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, Ficzere, and Kuperis, 1996; Marzano, 2001: Troia and Graham, 2002; Harris and Graham, 2002; Harris and Graham, 2002; Baker et.al. 2003; Baker and Hubbard, 2002; Rogers and Graham, 2008; Graham and Harris, 2005 		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, Ficzere, 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	•	 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, Ficzere, 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, 2005; Glatthorn, 1981; Graham and Perin, 2007 	•	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, Ficzere, 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	•	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, Ficzere, and Kuperis, 1996; Marzano, 2001: Troia and Graham, 2002; Harris 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	•	Identify topic, audienc and purpose when planning expository or narrative writing; use a appropriate graphic organizer based on the writing genre; engage occasional collaborativ writing. (W.PR.08.01, W.PR.08.02) Auman, 2008; Wong, Butler, Ficzere, and Kuperis, 1996; Marzano, 2001: Troia and Graham, 2002; Harris 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, 2005 Graham and Harris, 2005 Glatthorn, 1981; Graham and Perin, 2007





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K	lindergarten	Grade 1	Grade 2	G	rade 3	- C	brade 4	C	Grade 5	G	rade 6	Grade 7		Grad	de 8
•		 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 	 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 	•	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	•	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	•	 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 	•	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	 Use a graphic organizer/plan to v several sentences t multiple page report expository, person narrative, and narr texts. (W.GN.07.01, W.GN.07.02, W.GN W.PR.07.04) Marzano, 2001; Gral and Perin, 2007; Tro Graham, 2002; Reev 2003; Baker and Hut 2002; Auman, 2008; Glatthorn, 1981; Gra and Harris, 2005 	o a rt for al ative 07.03, aam a and es, bbard,		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. W.GN.08.03, W.PR.08.0 Marzano, 2001; Graham - Perin, 2007; Troia and Graham, 2002; Reeves, 2003; Baker and Hubbard 2002; Auman, 2008; Glatthorn, 1981; Graham and Harris, 2005
Drafting/Kevising		 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</i> <i>Writing Sequence; Spring</i> <i>Target: 7</i> (W.PR.01.02, W.GR. 01.01) Auman, 2008; Moats, 2004; Hillocks, 1984; Harris and Graham, 1996 	 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 	•	Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words when constructing a variety of sentence types. <i>Measured by AIMSweb Correct</i> <i>Writing Sequence; Spring Target:</i> 23 (W.GR.03.01) Routman, 1996; Hillocks, 1987; Auman, 2008; Hillocks, 1984; Harris and Graham, 1996	•	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</i> <i>Writing Sequence; Spring</i> <i>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	•	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</i> <i>Correct Writing Sequence;</i> <i>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	•	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</i> <i>Correct Writing Sequence;</i> <i>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	 Incorporate correct grammar, mechani- usage, conventional spellings, logical sequences, and transition words to fluently construct a variety of simple a complex sentence types. Measured by AIMSw Correct Writing Sequ Spring Target: 51 (W.GR.07.01) Routman, 1996; Hill 1987; Cotton (NWR- Hillocks, 1984; Harr Graham, 1996; Graham and Perin, 2 Auman, 2008 	cs, ll and eb uence; bcks, L); s and	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	Incorporate correct grammar, mechanics, usage, conventional spellings, logical sequences, and transition words to fluently construct a variety of simple and complex sentence type <i>Measured by AIMSweb</i> <i>Correct Writing Sequence</i> <i>Spring Target: 56</i> (W.GR.08.01) Routman, 1996; Hillocks, 1987; Cotton (NWR-L) ; Hillocks, 1984; Harris an Graham and Perin, 2007; Auman, 2008
C	Revise draft based on reading it aloud and using feedback from others. (W.PR.00.04) Bergen, 2008; Auman, 2008	 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 	· · · · ·	•	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, Ficzere, and Kuperis, 1996; Archer, 2007; Auman, 2008; Baker and Hubbard, 2002	•	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, Ficzere, 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	•	 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, Ficzere, 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 	•	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, Ficzere, 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	 Revise draft using rubric/checklist-ba feedback from tead and/or peers. (W.PR.07.03, R.CS.4 Graham and Harris 2 Wong, Butler, Ficzer and Kuperis, 1996; A 2007; Auman, 2008; Baker and Hubbard, Graham and Perin, 2 Engage in research report writing. (W.GN.07.02, W.GN Graham and Perin, 2 Reeves, 2003; Torge 2007; Graham and H 2005 	sed thers 17.01) 005; e, rcher 2002; 007 and (.07.03) 007; son,	• 1 1 2 1 1 2 1 1 0 0 0 1 1 1 1 1 1 1 1 1	Revise draft using rubric/checklist-based feedback from teacher and/or peers. (W.PR.08.04, R.CS.08.0 Graham and Harris 2005 Wong, Butler, Ficzere, a Kuperis, 1996; Archer 2007; Auman, 2008; Baker and Hubbard, 200 Graham and Perin, 2007 Engage in research an report writing. (W.GN.08.03) Graham and Perin, 2007 Reeves, 2003; Torgeson, 2007; Graham and Harri 2005





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Κ	Kindergarten	Gr	ade 1	Gı	rade 2	Gı	rade 3	Gr	rade 4	G	rade 5 Gi	rade 6	Grade 7	C	Grade 8
•	Correctly spell frequently encountered plus personally meaningful words. (W.SP.00.01) Archer, 2007; Graham, et. al., 1993, 2008; Moats, 2005-06; Murphy, 1990; Torgeson, 2004		Correctly spell 94 frequently encountered plus personally meaningful words. (W.SP.01.01) Archer, 2007; Graham, et. al., 1993; Torgeson, 2004; Green, 2003	•	Correctly spell 289 frequently encountered plus personally meaningful words. (W.SP.02.01)) Archer, 2007; Graham, et. al., 1993; Torgeson, 2004; Green, 2003	•	Correctly spell 601 frequently encountered plus personally meaningful words. (W.SP.03.01) Archer, 2007; Graham, et. al., 1993; Torgeson, 2004; Green, 2003	•	Correctly spell 708 frequently encountered plus personally meaningful words. (W.SP.04.01) Archer, 2007; Graham, et. al., 1993; Torgeson, 2004; Green, 2003		Correctly spell 745 frequently encountered plus personally meaningful words. (W.SP.05.01) Archer, 2007; Graham, et. al., 1993; Torgeson, 2004; Green, 2003				
•	When writing unknown words, rely first on phonics (letter sounds and word parts) and then on outside resources (word walls, word lists). (W.SP.00.02) Archer, 2008; Moats, 2005-06; Berninger and Richards, 2002		When writing unknown words, rely first on phonics (letter sounds and word parts) and then on outside resources (word walls, word lists). (W.SP.01.02) Moats, 2004, 2005-06; Berninger and Richards, 2002	•	When writing unknown words, rely first on phonics (letter sounds, position of sounds in words, and word parts) and then on outside resources (word walls, word lists). (W.SP.02.01) Moats, 2004, 2005-06; Berninger and Richards, 2002	•	When writing unknown words, rely first on phonics (letter sounds, position of sounds in words, and word parts including roots/bases and affixes) and then on outside resources (word walls, word lists, and glossary). (W.SP.03.01) Cocker, 2007; Archer, Gleason, Vauchon, 2005; Archer, 2008 – presentation at HISD; Berninger and Richards, 2002; Juel, 1988; Moats 05/06	•	When writing unknown words, rely first on phonics (letter sounds; morphology; and word parts including roots/bases, affixes, and position of sounds in words) and then on outside resources (word walls, word lists, glossary, electronic sources, and dictionary). (W.SP.04.01) Brice, R., 2004; Moats, 2004; Juel, 1988; Archer presentation, 2008; Moats 05/06; Berninger and Richards, 2002; Archer, Gleason, Vauchon, 2005	•	When writing unknown words, rely first on phonics (letter sounds; morphology; and word parts including roots/bases, affixes, and position of sounds in words) and then on outside resources (word lists, glossary, electronic sources, and dictionary). (W.SP.05.01) Brice, 2004; Moats 05/06; Berninger and Richards, 2002; Archer, Gleason, Vauchon, 2005; Juel, 1988; Archer, 2008	When writing unknown words, rely first on phonics (letter sounds; morphology; and word parts including roots/bases, affixes, and position of sounds in words) and then on outside resources (word lists, glossary, electronic sources, and dictionary). (W.SP.06.01) Moats, 2004; Archer, 2008 – presentation at HISD; Juel, 1988; Brice, R., 2004; Moats 05/06; Berninger and Richards, 2002; Archer, Gleason, Vauchon, 2005	 When writing unknow words, rely first on phonics (letter sounds morphology; and word parts including roots/bases, affixes, at position of sounds in words) and then on outside resources (wo lists, glossary, electro sources, and dictionar (W.SP.07.01) Moats, 2004; Archer, 20 – presentation at HISD; Joel, 1988; Brice, R., 2004; Moats 05/06; Berninger and Richards, 2002; Archer, Gleason, Vauchon, 2005 	; d nd rd nic y).	When writing unk words, rely first or phonics (letter sou morphology; and y parts including roots/bases, affixe position of sounds words) and then o outside resources lists, glossary, elec sources, and dictio (W.SP.08.01) Moats, 2004; Archen – presentation at HIS Joel, 1988; Brice, R Moats 05/06; Bernir Richards, 2002; Arc Gleason, Vauchon, 2
•	Spell words using phonemic and phonics skills. (W.PR.00.03) Archer, 2007; Moats, 2005; Torgeson, 2004		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 CVC, CCVC, CVCC, CVVC, CVCe, CVr, multisyllabic with known letter sounds, and common words with endings -ing, -s, -ed). (W.SP.01.01) Moats, 2004, 2005, 2005-06; Torgeson, 2004; Murphy, 1990;	•	Use the alphabetic principle to write words with known letter sounds (less common consonant diagraphs, vowel combinations, r-controlled vowels in CVC, CCVC, CVCC, CVVC, CVCe, CVr, multisyllabic words, and most common prefixes and suffixes). Moats, 2004, 2005, 2005-06; Torgeson, 2004; Murphy, 1990; Archer, 2008;	•	Spell multisyllabic words, including Anglo-Saxon syllabication, compounds, Schwa, and most common prefixes and suffixes. Moats, 2005-06, 2005; Murphy 1990	•	Spell Latin-based prefixes (such as pre-, inter-), suffixes (such as -ly, -al, -ment, -less, -ness, -ful, -ous), and roots (such as gress, jet, vis) and old French spellings (such as ch, ou, que, qu, c, and g). Moats, 2005, 2005/06; Bhattarya and Ehri, 2004; Murphy 1990	•	Spell Latin-based prefixes (such as pre-, inter-), suffixes (such as -ly, -al, -ment, -less, -ness, -ful, -ous), and roots (such as gress, jet, vis) and old French spellings (such as ch, ou, que, qu, c, and g). Moats, 2005, 2005/06; Bhattarya and Ehri, 2004; Murphy 1990		Use correct		Use correct capita
•	Use correct capitalization (including the pronoun "I" 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). Moats, 2005; Archer, 2008	•	Archer, 2008 Use correct capitalization (including familiar proper nouns and the first letter of a sentence) and punctuation marks (commas to separate city and state, day from year; periods for abbreviations; apostrophes in common contractions). (W.GR.01.01) Moats, 2004	•	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) Moats, 2004	•	Use correct capitalization (including proper nouns, in dialogue, 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; and quotation marks). (W.GR.03.01) Moats, 2005	•	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; and quotation marks), and italics to identify titles. (W.GR.04.01) Moats, 2005	•	Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas between independent clauses, items in a list, parts of a compound sentence, to separate city and state; periods with abbreviations; quotation marks; hyphens in compound and number words), and italics to identify titles. (W.GR.05.01)	Use correct capitalization, punctuation marks (appropriate end marks; apostrophes; commas between independent clauses, items in a list, parts of a compound sentence, to separate city and state; periods with abbreviations; quotation marks; hyphens in compound and number words; and colons to introduce a list), and underlining and italics for specific purposes. (W.GR.06.01)	 capitalization, punctuation marks (appropriate end mark apostrophes; commas between independent clauses, items in a list parts of a compound sentence, to separate of and state; periods with abbreviations; quotati marks; hyphens in compound and numbe words; and colons to introduce a list), and underlining and italics for specific purposes. (W.GR.07.01) 	, ity i on r	ose correct capit punctuation mark (appropriate end apostrophes; con between indepen clauses, items in parts of a compo sentence, to sepa and state; period: abbreviations; qu marks; hyphens i compound and n words; and color introduce a list), underlining and i specific purposes (W.GR.08.01)





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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	G	rade 6	Grade 7	Grade 8
Conventions							•	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)	Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives an adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents. (W.GR.07.01)	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.







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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Editing		 Discuss the quality and accuracy of their writing and the writing of others with teacher guidance. (R.CS.01.01) Baker and Hubbard, 2002 	 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 	 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 	 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, Ficzara, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	 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, Ficzara, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	 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, Ficzara, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	 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, Ficzara, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007 	 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, Ficzara, and Kuperis, 1996; Archer 2007. Baker and Hubbard, 2002; Graham and Perin, 2007

