

Writing		
IPC Early Years	EY3 and EY4	Tells a brief story (1-2 ideas)
		Creates a picture and labels it orally
		Begins to understand the relationship between oral language and written language (e.g. names the first letter of their name when asked "How do I write your name?")
		Identifies words on objects in the room
		Mimics to write
		Makes some upper case letters without regards to placement or proportion

# ELA Writing Benchmarks 2017



Writing					
IPC		Be able to use a range of strategies to plan and organize their writing.	Be able to draft, revise and evaluate their own writing	Be able to write in different forms to convey ideas.	Be able to use writing conventions to effectively communicate ideas.
MP1	EY5	<p>Generates own ideas for writing, uses pair/group/class discussion, uses pictures cues</p> <p>Uses several prewriting strategies and planning formats to sequence ideas with guidance</p>	<p>Begins to revise own writing with guidance</p> <p>Begins to revise writing for specific writing traits</p>	<p>Uses pictures, letters or words to tell a story from beginning to end</p> <p>Writes to invite and entertain</p> <p>Begins to label and add 'words' to pictures</p> <p>Copies labels, names and words</p> <p>Matches letters to sounds</p> <p>Begins to use spacing between words</p> <p>Writes 1-2 sentences about a topic</p> <p>Uses pictures and print to convey meaning</p> <p>Uses words to describe or support pictures</p>	<p>Writes from top to bottom, left to right</p> <p>Uses upper and lower case letters, experiments with capitals, experiments with punctuation, uses appropriate spacing</p> <p>Uses a growing awareness of sound segments to write words</p> <p>Uses phonetic spelling to write words</p> <p>Uses beginning, middle and ending sounds to make words</p> <p>Writes a simple sentence</p>
	G1	<p>With greater independence generates own ideas for writing.</p> <p>Uses pair/group/class discussion to generate ideas for writing</p> <p>Uses several prewriting strategies and planning formats to sequence ideas</p>	<p>Revises own writing with guidance</p> <p>Begins to revise writing for specific writing traits</p>	<p>Uses familiar persons, places, objects and experiences, as a basis for their own writing</p> <p>Writes more than 2 sentences about a topic</p> <p>Writes names and familiar words</p>	<p>Forms most letters legibly</p> <p>Experiments with simple punctuation and grammar (.?!)</p> <p>Spells simple words and high frequency words and moves towards conventional spelling</p> <p>Writes pieces that self and others can read</p> <p>Writes different kinds of simple sentences.</p>

Writing					
IPC		Be able to use a range of strategies to plan and organize their writing.	Be able to draft, revise and evaluate their own writing	Be able to write in different forms with a structure suited to purpose and audience	Be able to use writing conventions to effectively communicate ideas.
MP2	G2	<p>Chooses own writing topics, when appropriate</p> <p>Starts to plan with a main idea</p> <p>Organizes/plans ideas in a logical sequence in fiction and nonfiction writing with guidance</p>	<p>Reads own writing and notes mistakes with guidance</p> <p>Revises by adding detail with guidance</p> <p>Listens to others writing and offers feedback</p> <p>Begins to consider suggestions from others about own writing</p> <p>Begins to revise writing for specific writing traits</p>	<p>Writes in response to events, people, ideas and things they have read</p> <p>Writes about observations and experiences</p> <p>Writes several sentences about a topic</p> <p>Writes short nonfiction pieces with guidance</p> <p>Writes in support of an opinion or argument</p> <p>Begins to recognize and use interesting language adapted to an audience</p>	<p>Writes with increasing legibility</p> <p>Uses appropriate simple punctuation and grammar</p> <p>Spells most high frequency words correctly and moves towards conventional spelling</p> <p>Writes sentences of varying length</p>
	G3	<p>Organizes ideas in a logical sequence in fiction and nonfiction writing</p> <p>Begins to develop an awareness of the role of character, setting and plot within fiction writing</p> <p>Begins to plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over <u>text</u> structures and <u>language features</u> appropriate to the <u>audience</u> and purpose</p>	<p>Revises to enhance ideas by adding description and detail</p> <p>Is able to identify and use appropriately the different traits within their own writing</p> <p>Uses tools (e.g. dictionaries, thesaurus, spell checkers) to edit work</p> <p>Listens to others writing and offers feedback</p> <p>Considers suggestions from others about own writing</p>	<p>Write texts that clearly describe their own experiences, feelings, opinions, arguments, appreciation or disapproval with guidance</p> <p>Writes short nonfiction pieces</p> <p>Writes in support of an opinion or argument</p> <p>Recognizes and uses interesting language appropriate to the audience with guidance</p>	<p>Writes legibly</p> <p>Uses, and edits for punctuation (capital letters, proper nouns, commas, full stops, question marks, speech marks), spelling and grammar</p> <p>Spells high frequency words correctly and uses conventional spelling</p> <p>Uses a variety of sentence lengths</p>

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Writing					
IPC		Be able to use a range of strategies to plan for different purposes	Be able to use a range of strategies and tools for drafting and revising their writing	Be able to write in a range of different forms appropriate for their purpose and readers	Be able to use writing conventions to effectively communicate ideas.
MP3	G4	<p>Plans narrative with plots that include problems and solutions with guidance</p> <p>Character development is incorporated into narrative writing with guidance.</p> <p>Settings are developed with guidance.</p> <p>Plans, drafts and publishes imaginative, informative and persuasive texts demonstrating increasing control over <u>text</u> structures and <u>language features</u></p>	<p>Begins to revise writing for specific writing traits</p> <p>Independently uses tools (e.g. dictionaries, thesaurus, spell checkers) to edit work.</p> <p>Listens to others writing and offers specific feedback</p> <p>Applies suggestions from others about how to improve own writing</p>	<p>Writes texts (fiction and nonfiction) that clearly describe their own experiences, feelings, opinions, arguments, appreciation or disapproval</p> <p>Writes about what has been learned from a variety of sources</p> <p>Uses writing to organize thoughts, experiences, emotions and intentions for themselves</p> <p>Recognizes the effect of and uses interesting language adapted to an audience.</p>	<p>Writes neatly and legibly</p> <p>Begins to use more complex punctuation appropriately</p> <p>Spelling is usually correct or reasonably phonetic on more common words</p> <p>Uses dialogue with assistance</p> <p>Uses sentences of varying length and complex sentence structure</p>
	G5	<p>Plans, drafts and writes organized and fluent imaginative, informative and persuasive texts</p> <p>Characters are developed and detailed settings are described within narrative</p>	<p>Revises for specific writing traits.</p> <p>Listens to others writing and offers feedback specific</p> <p>Applies suggestions from others about how to improve own writing</p>	<p>Writes texts that clearly describe their own experiences, feelings, opinions, arguments, appreciation or disapproval adapted to audience with guidance</p> <p>Writes about what they have learned from a variety of sources</p> <p>Uses writing to organize thoughts, experiences, emotions and intentions for themselves</p>	<p>Uses complex punctuation appropriately</p> <p>Spells correctly</p> <p>Writes cohesive paragraphs including reasons and examples</p> <p>Effectively uses description, detail and dialogue for effect</p> <p>Uses transitional sentences to connect paragraphs</p>