ELA Philosophy Statement: We aim to develop fluent readers, writers, and speakers of English with the ability to:
- listen actively and respectfully
- inquire authentically
- think both critically and creatively
- communicate with purpose

We aim to make connections to students' home language in order to support ELA learning and contribute to the vibrancy of our community. We aim for students to apply their knowledge and understanding of ELA in order to flourish in all areas of the curriculum.

	EY 3 & 4 - 5	Milepost 1		Milepost 2		Milepost 3	
		EY4 - **EY 5** - Gr 1	EY5 - **Gr 1** - Gr 2	Gr 1 - **Gr 2** - Gr 3	Gr 2 - **Gr 3** - Gr 4	Gr 3 - **Gr 4** - Gr 5	Gr 4 - **Gr 5**

Standard 1: Genre Writers structure their ideas in different ways depending on their purpose and chosen genre.

	Students ● are **exposed to a variety of genres** through read alouds and shared writing ● **draw, approximate write or tell, and create artful expressions** to support their learning from their IPC topic	Students ● **share their ideas and learning** through approximate writing and labeled drawings through a variety of genres ● **connect their writing to a PLG,** orally with support	Students ● **share their ideas and learning** through detailed writing and labeled drawings focused on a specific topic and genre ● **connect their writing to PLGs or Service Learning project** with support	Students ● **write in a variety of genres fulfilling a specific purpose** while **demonstrating audience awareness** ● **connect their writing to PLGs or Service Learning project**	Students ● **write purposeful pieces with the audience, service learning, PLGs in mind** ● explore a variety of genres and **begin to justify their choice in genre**	Students ● **select and write in a genre that best communicates their ideas and learnings to fulfill their purpose** (service learning, PLGs) being **mindful of their audience** ● **connect their piece to PLGs and justify their connection**	Students ● **select and write a genre that best communicates their message** (original thought) **and fulfills their purpose** (service learning, PLGs) while **valuing their audience** ● **connect their piece to PLGs or Global Context with a clear justification**

Learning Goals for Standard 1: Genre

Constructing Understanding of the Genre's Purpose	**Narrative Writing** -to tell a story	1.10 Participate in writing a shared narrative with connection to a PLG	1.11 Write a narrative that shares a memory that connects to a PLG	1.12 Write a narrative that shares a memory where the writer learned something (may connect to PLGs or Service Learning)	1.13 Write a narrative that has a purpose (may connect to PLGs or Service Learning)	1.14 Create a narrative with a theme or teach a lesson (may connect to PLGs or Service Learning)	1.15 Create a narrative with a theme or teach a lesson that is shown, not told, to the reader (may connect to PLGs or Service Learning)	1.16 Create a narrative with a clear theme or moral that is shown not told throughout written piece
	Informational Writing -to explain or give facts about a topic	1.20 Explore and share ideas to tell others information orally, through illustrations and scribbles, or through shared writing	1.21 Notice that a writer Write a book from learning facts from listening and discussing research about a topic: e.g., read aloud, observations, video from adult	1.22 Notice and explore how a writer shares their knowledge about a topic inquired about through variety of ways	1.23 Notice and explore how to write a factual text, the writer needs to become very knowledgeable about a topic	1.24 Explore how a writer creates an expository text for readers to learn about a topic and writer's write to bring awareness about a topic	1.25 Synthesize simple information gained through inquiry cycle, write a message (original thought) to share with others	1.26 Synthesizing information gained through inquiry cycle, write a message (original thought) to share with others

Opinion Writing -to share one's opinions or to persuade	1.30 Explore and share likes and dislikes, noticing that people have different likes and dislikes from one another, that is okay	1.31 Notice that a writer can share their likes and dislikes (called an opinion) on a topic through writing and drawing	1.32 Notice and explore how a writer can share their likes, dislikes, and why (called an opinion) on a topic through writing and drawing	1.33 Notice and explore that a writer can share their likes, dislikes, and give reasons for their opinion	1.34 Explore how a writer shares their opinion and ideas on a text or topic with connected reasons to persuade the reader	1.35 Explore and identify where a writer makes a claim about a topic or a text and tried to support their reasons to persuade the reader	1.36 Explore and identify where a writer makes a claim or thesis on a topic or text, supported by reasons, and provides a variety of evidence for each reason to persuade the reader
Poetry Writing -to express feelings, sensory images, ideas, or stories	1.40 Explore poetry, songs, and rhymes as a pleasurable way to express feelings, to tell how something looks or to tell a story	1.41 Notice poetry as a way to communicate in sensory images about everyday life	1.42 Notice and explores poetry as a way to communicate in sensory images about everyday life in a pleasing way	1.43 Notice and explore poetry as a way to communicate in sensory images about everyday life in a pleasing way in a variety of shapes and sounds (rhyming and unrhyming)	1.44 Explore the difference between ordinary language and poetic language: e.g., poetic language communicates meaning	1.45 Explore the difference between ordinary language and poetic language demonstrating the use of white space, line breaks, and word choice to convey meaning	1.46 Explore and identify the difference between ordinary language and poetic language demonstrating the use of white space, line breaks, and word choice to convey meaning

Standard 2: Craft Writers structure and organize their writing in a variety of ways depending on their purpose. Writer's voice is evident in the words, phrases, and sequence used, thus allowing readers to visualize the writer's ideas and understandings.

	Students **suggest ideas** for shared writing **illustrate** detailed pictures and **describe** them orally	Students **use approximate writing and detailed drawings to share ideas, knowledge, and imagination in a logical sequence**	Students **write and draw ideas, knowledge, and imagination in a logical sequence** **use dialogue and descriptive language** to support the reader's understanding and enjoyment	Students **write and illustrate ideas, knowledge, and imagination in an organized and logical sequence** **use dialogue, content vocabulary, and descriptive language** to support ideas and meaning	Students **write and add features to ideas, knowledge, and imagination in a creative and organized format** **choose words and phrases purposefully** to share their ideas **increase ability to show and not tell**	Students **create original writing to express their ideas, knowledge, and imagination** **explore their own written voice and style** further **organize their writing in a clear and purposeful way**	Students **understand the agreements of readers and writers to communicate in a clear and organized way within a purpose** **use their own voice to communicate their knowledge, opinions, and ideas creatively**

Learning Goals for Standard 2: Craft

Text Structure	2.10 Actively participate in shared writing about a topic or theme	2.11 Create a picture book as one form of writing with thoughtful choices of where to place text and features such as drawings and	2.12 Make decisions about where in a book to place text, illustrations, photographs, drawings, maps	2.13 Make decisions about where in a text to place features such as photographs with captions and legends, insets, sidebars,	2.14 Make decisions about where in a text to place features and explain why	2.15 Justify where text and text features were placed within a piece	2.16 Justify where text and text features were placed within a piece while exploring varied structural patterns to add interest to a piece

Organization			photographs		headings, and graphics			
		2.20 Use shared writing and pictures to make a short book that tells a story or has information about a topic or theme	2.21 Put together simple details focused on a topic in a text with adult support	2.22 Put together the related details on a topic in a text	2.23 Write a fiction or nonfiction narrative that is ordered chronologically	2.24 Write a fiction or nonfiction narrative that is ordered chronologically or understand that an informational text is ordered by logic (sequences, ideas related to each other)	2.25 Use organization in writing that is related to purpose and genre (letters, information, narrative, poetic, persuasive)	2.26 Organize information to fit purpose (narrative; chronologically, flashbacks, flashforwards or informational, persuasive, poetic…)
		2.30 Tell a story for dictation that has a beginning, middle, and end and share known information	2.31 Write a story or informational book that has a beginning and a series of events or introductory and facts	2.32 Write a story or informational book that has a beginning, a series of events, and an ending or introductory, facts, and summary sentence	2.33 Write a story or informational book that has a beginning, a series of events that build upon each other, and an ending or introductory, detailed facts focused on the main idea, and summary sentence	2.34 Write simple fictional narratives with characters involved in a plot, events ordered by time and use simple underlying structural patterns to present different kinds of information in nonfiction: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution	2.35 Write fictional narratives with characters involved in a plot, events ordered by time and use underlying structural patterns to present different kinds of information in nonfiction: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization	2.36 Write fictional narratives with sophisticated characters involved in a plot, events ordered by time and use sophisticated underlying structural patterns to present different kinds of information in nonfiction: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization
		2.40 Write the title and one's own name as the author on the cover of a book with adult support	2.41 Explore ways to share more information about the author:e.g., write an author page at the beginning or end of a book that gives information about the author (picture or writing)	2.42 Explore ways to share more information about the author: e.g., write an author page at the beginning or end of a book that gives information about the author (picture or writing), dedicate a story to someone, create a copyright page				
	Beginnings, Endings, Titles	2.50 Suggest a beginning and an ending for a piece of shared or interactive writing	2.51 Use a beginning and ending through drawing and/or writing to engage the reader with support	2.52 Use a variety of beginnings and endings to engage the reader and leave the reader satisfied	2.53 Explore a variety of beginnings and endings and select the beginning that engages the reader and an ending that leaves the reader satisfied, or gets the reader to think more about a story or topic	2.54 Use a variety of beginnings and endings to engage and satisfy the reader	2.55 Begin with a purposeful and engaging lead/beginning, bring a piece to closure with a thoughtful or enlightening conclusion/ending	2.56 Begin a narrative at the beginning, middle or end and bring a piece to closure with a thoughtful or enlightening conclusion/ending

		2.60 Suggest a title for a piece of shared or interactive writing	2.61 Create a title for a poem, story, or informational book	2.62 Select an appropriate title for a poem, story, or informational book	2.63 Begin to generate multiple titles for the piece and select the one that best fits the piece	2.64 Generate multiple titles for the piece and select the one that best fits the content of the piece	2.65 Choose a thoughtful title of piece that connects to the purpose	2.66 Justify the thoughtful title of piece that connects to the purpose
	Presentation of Ideas	2.70 Present ideas in a logical sequence to be dictated	2.71 Present ideas in a logical sequence with adult support	2.72 Present ideas in a logical sequence	2.73 Present ideas in a logical sequence to increase the readers' understanding of the story, information, steps, or opinion	2.74 Present ideas clearly and in a logical sequence using simple paragraphs, headings, steps	2.75 Present ideas clearly and in a logical sequence using paragraphs and headings or chapters to organize ideas or parts of the story	2.76 Present ideas clearly and in a logical sequence using paragraphs, headings, and subheadings or chapters to organize ideas or parts of the story
		2.80 Provide some supportive ideas for bigger ideas in talking about a topic or theme	2.81 Introduce ideas followed by some details	2.82 Introduce ideas followed by some supportive details and examples	2.83 Use simple headings, a table of contents and other features to help the reader find information and understand how facts are related with teacher support	2.84 Use headings, a table of contents and other features to help the reader find information and understand how facts are related	2.85 Introduce ideas with facts, details, examples, and explanations from multiple sources	2.86 Introduce ideas with facts, details, examples, and explanations from multiple sources related to the main idea or thesis
		2.90 Suggest logically related ideas in group story or a topic writing	2.91 Tell one part, idea, or group of ideas on each page of a book with adult support; e.g., drawing with labels and a simple sentence	2.92 Tell one part, idea, or group of ideas on each page of a book; e.g., simple sentence(s) and drawing	2.93 Tell one part, idea, event, or group of ideas on each page of a book through features and varied sentence length	2.94 Tell one part, idea, event, or group of ideas on each page of a book through features and varied sentences in paragraph form	2.95 Provide information that is accurate, relevant, interesting, and vivid though varied sentence length	2.96 Provide supporting details that are accurate, relevant, interesting, and vivid through varied sentence length and structure
			2.101 Use time words/transition words appropriately as an organizing tool: e.g., *and, then,*	2.102 Use simple time words/transition words appropriately as an organizing tool: e.g., *first, so, as, next,*	2.103 Use simple time words/transition words and phrases appropriately in sentences	2.104 Use time words/transition words and phrases appropriately as an organizing tool from one paragraph to the next	2.105 Use well crafted transitions to support the pace and flow of the writing	2.106 Use well crafted transitions to support the pace and flow of the writing that link the paragraphs toward the ending
Idea Development		2.110 Provide details that support main topics or ideas during shared or interactive writing	2.111 Provide supportive description or details to explain the important ideas with adult support	2.112 Provide supportive description or details to explain the important ideas	2.113 Explore how information and details helps the reader learn about a topic or visualize the story	2.114 Use interesting information and details to help the reader learn more about the topic or visualize the story	2.115 Explore ways to engage the reader with ideas that show strong knowledge of the topic or story plot	2.116 Apply a variety of strategies to engage the reader showing strong knowledge of the topic or story plot
		2.120 Notice the difference between writing facts "about" something and telling a story	2.121 Explore the differences between telling a story and telling facts about something	2.122 Develop ideas differently when writing a story and when writing facts about something	2.123 Understand the difference between developing a narrative (plot) and giving information about a topic in categories	2.124 Understand the difference between developing a narrative (plot) and giving information using description, cause and effect, compare and contrast, or problem and solution	2.125 Understand the difference between developing a narrative (plot) and giving information using description, cause and effect, compare and contrast, problem and solution, or categorization	2.126 Apply different strategies in developing a written piece depending on genre

	2.130 Draw about one topic on a page	2.131 Draw and/or write about one idea on a page	2.132 Write and draw about one topic on a page or across several pages of a book	2.133 Introduce, add details or events, and conclude a simple topic or story	2.134 Introduce, develop, and conclude a simple topic or story logically	2.135 Introduce, develop, and conclude the topic or story with clear progression	2.136 Introduce, develop, and conclude the topic or story, sustain writing to develop it logically and to hold readers attention with clear content
	2.140 Draw and scribbles and describes on a focused topic or story	2.141 Draw, labels, and write a sentence focused on a topic or story	2.142 Draw, labels, and write one or more clear,readable sentences focused on a topic or story	2.143 Draw and write a few clear sentences focused on a topic or story	2.144 Write sentences that are grouped together and generally linked to each other	2.145 Write sentences that are grouped together and linked to each other	2.146 Write sentences that are focused and grouped together and linked clearly to each other
			2.152 Gather and internalize simple information then write in one's own words with support	2.153 Gather and internalize simple information then write in one's own words	2.154 Gather and internalize information then write in one's own words	2.155 Gather and internalize information then write the main points clearly in one's own words intended for the reader to understand	2.156 Gather and internalize sophisticated information then write the main points clearly in one's own words intended for the reader to understand
						2.165 Select a point of view with which to tell a story	2.166 Write from a specific or multiple points of view
Voice	2.170 Explore interesting ways of talking about personal experiences	2.171 Write about personal experiences in a way one would talk about it with adult support	2.172 Write about personal experiences as one speaks	2.173 Include details, dialogue, and speak directly to the reader to support voice with adult support	2.174 Include details, dialogue, and speak directly to the reader to support voice	2.175 Include details, selective dialogue, speak directly to the reader, and use punctuation to support voice	2.176 Include details, selective dialogue, speak directly to the reader, and use punctuation to support voice
	2.180 Express opinions about a theme or topic through shared writing or verbal expression	2.181 Express likes and dislikes about a theme or topic	2.182 Express likes and dislikes with facts to support opinion about a theme or topic	2.183 Use words and phrases that persuade the reader with adult support	2.184 Use words and phrases that persuade the reader with evidence from one point of view	2.185 Produce persuasive writing including argument with logical evidence to support ideas and to counter opposing argument	2.186 Produce persuasive writing including argument with logical evidence to support ideas and to counter opposing argument with a voice that shows enthusiasm and energy for the topic
	2.190 Understand that we can get ideas for voice from read alouds then emulate in suggesting ideas for shared writing	2.191 Identify a part of a book that is pleasing to hear and attempt to emulate in own writing or drawing with adult support	2.192 Identify a part of a book that is pleasing to hear and attempt to emulate in own writing	2.193 Produce narrative writing that is engaging, honest, and shows personalities of the characters; e.g., character traits and actions with adult support	2.194 Produce narrative writing that is engaging, honest, and shows personalities of the characters; e.g., character traits and actions	2.195 Produce narrative writing that is engaging, honest, and reveals the person behind the writing; e.g., character development, internal thoughts, actions with adult support	2.196 Produce narrative writing that is engaging, honest, and reveals the person behind the writing; e.g., character development, internal thoughts, motivation, relationships ...
		2.201Write in an expressive way (similar to oral language) with adult	2.202 Write in an expressive way (similar to oral language)	2.203 Write in an expressive way but also recognize how			

		support		language in a book would sound			
		2.211 Express thoughts and feelings about a topic	2.212 Includes thoughts and feelings about a topic	2.213 Write in a way that speaks directly to the reader	2.214 Attempt to engage the reader through words and phrases that speak to the reader with adult support	2.215 Attempt to intrigue and delight, moving the reader through the phrases and words that speak to the reader	2.216 Attempt to intrigue and delight, moving the reader through the phrases and words that speak to the intended audience
Word Choice	2.220 Show awareness of new words encountered in interactive read-aloud or conversation	2.221 Notice new words from reading and listening and attempt to use in writing	2.222 Learn new words from reading and listening and use them in writing	2.223 Use new words from reading in own writing	2.224 Learn ways of using language and constructing text from other writers (reading books and hearing them read aloud) and apply understanding to one's own writing		
	2.230 Use new words when telling a story, talking about informational topic, or talking about a drawing	2.231 Use vocabulary appropriate for the topic	2.232 Use simple vocabulary appropriate for the topic from a mentor text or content word wall	2.233 Use vocabulary appropriate for the topic from a mentor text or content word wall	2.234 Use content vocabulary to increase expertise about a topic	2.235 Learn and use content words typical of disciplinary language; e.g., science, history, math, social studies, music, art, PE	2.236 Where needed, learn and use academic language in an appropriate way to write about topics in various disciplines
			2.242 Vary word choice to create interesting descriptions and dialogue with adult support	2.243 Vary word choice to create interesting descriptions and dialogue	2.244 Use range of descriptive words, add dialogue, and sensory words to enhance meaning	2.245 Select words to make meanings memorable: e.g., descriptive words, mood to convey mood or effect, colorful modifiers	2.246 Select words to make meanings memorable for the intended audience: e.g., descriptive words, mood to convey mood or effect, colorful modifiers
			2.252 Use some common (simple) connectives (transitional words) for relating ideas and showing meaning through nonfiction texts (and, but, so, because, after)	2.253 Use common (simple) connectives and some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *although, however therefore, though, unless, whenever*	2.254 Use common (simple) connectives and some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *furthermore, for this reason, in conclusion*	2.255 Use common (simple) connectives and some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *accordingly, similarly, meanwhile, equally important*	2.256 Use common (simple) connectives and some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *moreover, ultimately, for instance, in contrast, in short, to sum up*
				2.263 Show ability to vary the text by choosing alternative words (e.g., alternatives for *said*)	2.264 Show ability to vary the text by choosing alternative words (e.g., *replied* for *said*)	2.265 Show ability to vary the text by choosing alternative words (e.g., *replied, cried, exclaimed, muttered, whispered,*	2.266 Show ability to vary the text by choosing alternative words (e.g., *replied, taunted, agreed, affirmed, urged,*

					when appropriate		*barked, sneered, whined for said)*	*volunteered for said)*
					2.273 Repeat words that emphasize purpose with adult support	2.274 Repeat words that emphasize purpose	2.275 Repeat words and phrases to emphasize purpose and meaning	2.276 Use repeated language for a particular purpose

Standard 3: Conventions Writers use standard English to express their ideas for others to read clearly.

Students ● are **exposed to standard English through read alouds and shared writing** ● **develop their fine motor skills** ● **use TPR** (total physical response) to **explore letter formation** ● **explore phonological and grapheme awareness** through rhymes, poems, plays, and songs	Students ● become **aware of standard English spelling and grammar** through read alouds and shared writing ● **conventionally form letters from capital letters to lower case letters** ● **rhyme and identify alliterations** ● **draw and label with approximate spelling** that is readable	Students ● **explore standard English spelling patterns** within their writing ● **writing is readable with clear spacing, handwriting, and some punctuation** ● **understand that we use standard grammar to clearly communicate** our ideas to others through writing	Students ● **use standard spelling patterns with support** from tools around the classroom ● **writing is readable with both clear spacing, handwriting, and punctuation** ● **explore and use standard English to communicate ideas** through writing	Students ● **use simple standard English** to express their ideas ● **apply simple standard spelling** to share ideas and knowledge through writing	Students ● **apply standard English** to express their ideas ● **explore the use of base words** to share their ideas and knowledge through writing	Students ● **apply standard English** to express their ideas ● **understand and apply the use of base words** to share their ideas and knowledge through writing

Learning Goals for Standard 3: Conventions

Gram mar	Parts of speech	3.10 Use nouns and verbs in agreement most of the time when suggesting ideas for shared writing or producing language for dictation	3.11 Use nouns, pronouns, adjectives, verbs, prepositions, and conjunctions with adult support	3.12 Use nouns, pronouns, adjectives, verbs, prepositions, and conjunctions	3.13 Use nouns and pronouns correctly so that they agree in published writing (in gender, number, case): e.g., *Mike, he*	3.14 Use nouns and pronouns correctly so that they agree in daily writing (in gender, number, case): e.g., *Mike, he*	3.15 Use pronouns in an accepted standard way with support: e.g., objective and nominative case pronouns; *me, him, her; I, he, she* and indefinite and relative pronouns; *everyone, both; that, who, whose*	3.16 Use pronouns in an accepted standard way: e.g., objective and nominative case pronouns; *me, him, her; I, he, she* and indefinite and relative pronouns; *everyone, both; that, who, whose*
	Tense	3.20 Use correct verb tense (past, present and future) to describe events when suggesting ideas for shared writing or producing language for dictation	3.21 Use correct verb tense (past, present and future) to describe drawings or producing language for dictation	3.22 Write in correct verb tense (past, present and future) with support	3.23 Write in correct verb tense (past, present and future)	3.24 Write sentences in present, past, future, present perfect, and past perfect tenses	3.25 Write sentences in present, past, future, present perfect, and past perfect tenses as needed to express meaning	3.26 Apply use of verb tense in writing as needed to express meaning
							3.35 Use the correct tense when two or more	3.36 Use the correct tense when two or more actions

Category							
						actions are happening at the same time in published writing: e.g., I *poured* the milk into the bowl and *called* the kitten's name OR the kitten *laps* up the milk I *poured* an hour ago	are happening at the same time: e.g., I *poured* the milk into the bowl and *called* the kitten's name OR the kitten *laps* up the milk I *poured* an hour ago
Sentence structure	3.40 Use simple but conventional sentence structure when suggesting ideas for shared writing	3.41 Use conventional sentence structure (noun + verb) when approximate writing	3.42 Use conventional sentence structure (noun + verb)	3.43 Write in complete, simple sentences (subject and predicate)	3.44 Write in complete sentences (subject and predicate)	3.45 Sometimes vary sentence structure and length for reasons of craft	3.46 Vary sentence structure and length for reasons of craft
			3.52 Suggest conventionally structured experiences in shared writing	3.53 Use a range of types of sentences: e.g., declarative, interrogative, imperative, exclamatory	3.54 Use a range of types of sentences: e.g., declarative, interrogative, imperative, exclamatory, embedded dialogue, uninterrupted dialogue in conventional structure	3.55 Use conventional sentence structure for simple sentences, compound sentences, and complex sentences with embedded clauses, phrases, and dialogue in published writing	3.56. Apply conventional sentence structure for simple sentences, compound sentences, and complex sentences with embedded clauses, phrases, and dialogue in daily writing
				3.63 Use paragraphs to organize one idea or speaker change in dialogue	3.64 Understand and use paragraphs to organize one idea or speaker change in dialogue	3.65 Understand and use paragraph structure to organize sentences that focus on one idea	3.66 Use transitions between paragraphs to show the progression of ideas
Capitalization	3.70 Notice the difference between capital and lowercase letters of the alphabet	3.71 Match capital and lowercase letters of the alphabet					
		3.81 Locate a capital letter at the beginning of a sentence and names, may write in all capital letters	3.82 Use a capital letter for the first word in a sentence and names	3.83 Use capital letters conventionally: e.g., proper nouns, titles, beginning of sentence	3.84 Use capital letters conventionally in a variety of contexts: e.g., emphasis, proper nouns, titles	3.85 Use more complex capitalization with increasing accuracy, such as in abbreviations and with quotation marks in split dialogue	3.86 Apply use of complex capitalization accurately, such as in abbreviations and with quotation marks in split dialogue
Punctuation		3.91 Notice the use of punctuation marks in books and try them out in one's own writing (full stops to end a sentence, may try exclamation marks and question marks)	3.92 Use full stops, exclamation marks, commas, and question marks conventionally in final draft	3.93 Use punctuation marks (full stops, exclamation marks, question marks, commas, quotation marks, and apostrophes) conventionally	3.94 Use punctuation marks (full stops, exclamation marks, question marks, commas, quotation marks, and apostrophes) conventionally and supported the reader to read with expression	3.95 Use punctuation conventionally in a variety of sentence structures such as dashes to indicate longer pauses, parentheses to set off parenthetical information	3.96 Use punctuation conventionally in a variety of sentence structures and to cite sources

Spelling	Col1	Col2	Col3	Col4	Col5	Col6	Col7
	3.100 Identify letters of the alphabet	3.101 Identify letters to conventional letter sounds	3.102 Identify letters to multiple sounds; e.g., soft c and soft d			3.105 Understands that all words have a base word	3.106 Understands that all words have a base word that will supports the meaning and root of the word
	3.110 Begins to identify beginning consonant	3.111 Conventionally sound spell beginning consonants in written work	3.112 Conventionally spell digraphs in written work	3.113 Conventionally spells most contractions in written work	3.114 Conventionally spell infected endings; e.g., -pping, -ed, -ing, -ies in written work	3.115 Conventionally spells unaccented final syllables; e.g., er, le, or in written work	
	3.120 Attempts to sound spell to label drawings with scribbles	3.121 Conventionally sound spell ending consonants	3.122 Conventionally spell consonant blends in written work	3.123 Conventionally spell other vowel sounds; e.g., oi, ew, ar in written work	3.124 Conventionally spell syllable junctures; e.g., the point when two syllables join in written work		
	3.130 Begins to identify beginning letter sound orally	3.131 Conventionally sound spells short vowel sounds (CVC pattern)	3.132 Knows the difference between short and long vowel sounds with two vowels by sight and what structures make them different				
	3.140 Identify rhyming words of short vowel word families orally	3.141 Constructs rhyming of short vowel word families in writing and orally	3.142 Begins to write long vowel sounds in written work	3.143 Conventionally spell long vowel sounds; e.g., CoaC, aCe, -igh in written work			
		3.151 Begins to understand the connection between vowel sounds and syllables	3.152 Understands the connection between vowel sounds and syllables		3.154 Understands that compound words are two words combined together to make new words with a new meaning	3.155 Use difficult homophones; e.g., their, there in written work	
		3.161 Segment CVC words to sound spell	3.162 Segment blends and digraphs to sound spell	3.163 Segment multisyllable words to spell the parts conventionally (or close to conventionally) in written work	3.164 Use knowledge of syllables and phonogram patterns to generate multisyllable words	3.165 Use a range of spelling strategies to take apart and spell multisyllable words in written work	3.166 Conventionally spells multi-syllable words in written work
						3.175 Be aware of common suffixes; e.g., -ion, -ment, -ly	3.176 Conventionally spell harder suffixes; e.g., ure, ate, ize in written work
						3.185 Understands that suffixes and prefixes make a new word with a new meaning by adding	3.186 Understands that suffixes and prefixes make a new word with a new meaning by adding them

						them onto a base word	onto a base word
		3.191 Spells Grade level high-frequency words within a final draft of edited writing, use of Word Walls or other tools for support	3.192 Spells Grade level high-frequency words within a final draft of edited writing, use of Word Walls or other tools for support	3.193 Spells Grade level high-frequency words within a final draft of edited writing, use of Word Walls or other tools for support	3.194 Spells Grade level word features patterns within a final draft of edited writing, use of Word Walls or other tools for support	3.195 Spells Grade level word features patterns within a final draft of edited writing, use of Word Walls or other tools for support	3.196 Spells Grade level word features patterns within a final draft of edited writing, use of Word Walls or other tools for support
Handwriting and word-processing	3.200 Hold pencil or marker efficiently to begin to approximate writing or write letters in one's name with preferred hand	3.201 Form capital and lowercase letters efficiently in manuscript print with preferred hand	3.202 Form upper- and lowercase letters efficiently and clearly in manuscript print	3.203 Write fluently in manuscript with appropriate spacing	3.204 Write fluently in manuscript and/or cursive handwriting with appropriate spacing	3.205 Write fluently and legibly in preferred script with appropriate spacing	3.206 Write fluently and legibly in preferred script
		3.210 Begin to understand that writers start on the left side of the paper and move to the right in English	3.211 Understand word boundaries and leave spaces (finger spaces) between words most of the time	3.212 Write letters in groups to form words, use finger spaces				
			3.221 Locate letter keys on a computer keyboard to type simple words and access simple computer programs	3.222 Locate letter keys on a computer keyboard to type simple messages and access simple computer programs to share writing	3.223 Use efficient keyboarding skills and simple programs to share writing exploring layout, font	3.224 Use efficient keyboarding skills to access and publish writing understanding how to produce and vary text (layout, font, special techniques) according to purpose, audience	3.225 Use computer programs to share writing in a variety of forms according to purpose, audience	3.226 Make wide use of computer skills and programs in presenting text according to purpose, audience

Standard 4: Writing Process Writers go through a process to develop their ideas and nurture them into published pieces that express our ideas in written work.

	Students ● **participate** in the shared writing process	Students ● **share their own ideas** through drawing and approximate writing	Students ● **complete the writing process** with support from the teacher ● **reflect on their writing**	Students ● **complete the writing process** ● **reflect on their writing and approach to the writing process** to make their writing impact future writing	Students ● **complete the writing process independently** ● **reflect on their practice** ● **set clear goals and steps** for improvement	Students ● **complete the writing process independently** ● **reflect on their practice** ● **set clear goals and steps** for improvement	Students ● **adapt the writing process** to meet their individual needs as a writer ● **reflect on their practice** ● **set clear goals and steps** for improvement

Learning Goals for Standard 4: Writing Process

Planning & Inquiry	Gathering	4.20 Understand how writers get ideas: e.g., telling about things that have happened, telling about what they know	4.21 Understand that writers gather information (objects, books, photos...) for their writing from a topic of interest or from the world	4.22 Gathers ideas in a variety of ways: e.g., photos, world around them, and interests through lists and labeled drawings	4.23 Use a writer's notebook as a tool for collecting ideas, experimenting, planning, sketching, drafting, and develop	4.24 Use a writer's notebook as a tool for collecting ideas, experimenting, planning, sketching, or drafting; e.g., diagrams,	4.25 Generates ideas using a variety of strategies that work best for them	4.26 Generates ideas using a variety of strategies that work best for them and the chosen genre

			around them; e.g., lists, drawings with labels, 5 senses, heart map		a topic; e.g., sketching, webs, lists, and freewriting about inquiries to think about, plan and try out	notes, sketch setting/character and label details to evoke mood		
				4.32 Choose topics that one knows about, cares about, or wants to learn about with teacher support	4.33 Choose topics that one knows about, cares about, or wants to learn about in a timely manner	4.34 Choose topic that one cares about with a purpose: e.g., service learning or PLGs	4.35 Choose one idea to develop with a clear purpose: e.g., service learning or PLGs	4.36 Develops one idea in a variety of ways using inspiration from mentor texts to find the best way to express their ideas or information with a clear purpose in mind
	Inquiry	4.40 Ask questions about a topic of inquiry	4.41 Ask questions to gather information about a topic of interest	4.42 Ask questions to guide research: e.g., observation and reading	4.43 Ask how and why questions to guide research related to a specific topic or inquiry that focuses learning and writing	4.44 Form questions about a topic	4.45 Form questions to explore and locate sources for information about a topic, characters, or setting	4.46 Form sophisticated questions to explore and locate sources for information about a topic, characters, or setting
					4.53 Observe carefully to describe and compare animals, plants, objects, people, and talk about observations	4.54 Make scientific observations, use notes and sketches to document them, and talk with others about connections and patterns	4.55 Conduct research to gather information in planning a writing project: e.g., live interviews, safe Internet sources, artifacts, articles, books	4.56 Draw evidence from literary or informational texts to support analysis, reflection, and research
Drafting	Producing a Draft	4.60 Draw and approximate writing about a continuous message on a simple topic	4.61 Use words and drawings to share ideas on a simple topic that can be reread	4.62 Write and draw a continuous detailed message on a simple topic	4.63 Write and draw a continuous message on a simple topic with a lead and an ending that increases readers' enjoyment	4.64 Write and draw a continuous message on a simple topic with a lead, several parts that resemble paragraphs, ending that increases readers' enjoyment and understanding	4.65 Write a continuous message, sometimes organized into categories or paragraphs that are related to one larger topic or idea	4.66 Develop a style for drafting: e.g., from slow and deliberate drafting with ongoing revisions, to fast writing of ideas for revision later
	Volume and stamina	4.70 Draw and approximate writing on a topic for 5-7 minutes at a time	4.71 Use stamina to write and draw about a topic for 10 minutes at a time	4.72 Use stamina to write and draw about a topic for 15 minutes at a time	4.73 Use stamina to write and draw about a topic for 20 minutes at a time	4.74 Use stamina to write and draw about a topic for 30 minutes at a time	4.75 Use stamina to write and draw about a topic for 40 minutes at a time, sustains focus on a topic over days until published	4.76 Use stamina to write and draw about a topic for 50 minutes at a time, sustains focus on a topic over days until published
Revising: - the process of rereading and adding or taking out details to make the writing more clear and better		4.80 Reads drawings and with adult support makes a change or adds details to improve piece	4.81 Rereads writing and revises by adding to drawings, making new drawings and sentences, and adding labels to make written piece stronger and clearer to readers	4.82 Rereads writing and revises by adding descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes , or topics	4.83 Deletes and adds words and phrases to make the piece more interesting and logical for the reader (independently, with peer, and teacher)	4.84 After reflection and rereading, add pieces of text (paragraphs, pages) to provide further explanation, clarify points, add interest, or support points and delete text to better	4.85 Rereads writing for clarity and purpose; adding, deleting, changing written text to produce clear, interesting, and purposeful writing (independently, with peer, and teacher)	4.86 Rereads writing for clarity and purpose; adding, deleting, changing written text to produce clear, interesting, and purposeful writing with a better flow (independently, with peer, and teacher)

				express meaning and make more logical (independently, with peer, and teacher)		
Editing: - the process of fixing mistakes in writing to make it more clear and easy to read	4.90 Understands that when you write or draw something you can change it to make it better	4.91 Notice words that do not look right and spell them by saying them slowly to represent word or use Word Wall for support	4.92 Begins to use editing checklists and conventional spelling tools (Word Wall or Word Work Notebook) as a support to make writing better	4.93 Use editing checklists and conventional spelling tools (Word Wall or Word Work Notebook) as a support to make writing better	4.94 Know how to use an editing checklist to edit for spelling errors by circling words that do not look right and spelling them another way using conventional spelling tools to make writing more accurate pleasing to read	4.95 Apply knowledge of standard English to writing using checklists and tools (Word Work Notebook, spell check, peers) for spelling, punctuation, grammar, precise meaning, sentence sense and spacing	4.96 Apply knowledge of standard English to writing using checklists and tools (Word Work Notebook, spell check, peers) for spelling, punctuation, grammar, precise meaning, spacing, sentence sense and citation
		4.101 Notice when a sentence ends there should a full stop	4.102 Edit for punctuation using question marks, full stops, and/or exclamation mark when appropriate	4.103 Edit for capitalization, punctuation, and sentence sense with support	4.104 Edit for capitalization, punctuation, and sentence sense		
Publishing	4.110 When finished with a piece of shared writing or independent drawing, talk about it to others	4.111 Select a simple poem, story, information book, or letter to publish from a variety of appropriate ways with support: e.g., typed/printed, framed, read aloud to an audience with visuals, created into a book or published writing	4.112 Select a poem, story, information book, or letter to publish from a variety of appropriate ways: e.g., typed/printed, framed, read aloud to an audience with visuals, created into a book or published writing	4.113 Create published writing to share with the intended audience in a creative way	4.114 Create published writing to share with the intended audience in a creative way with the purpose in mind	4.115 Publish writing in an appropriate way with the audience, purpose, and genre in mind	4.116 Apply use of technologies (pencil to ipad) and genres to publish and share writing in creative and meaningful ways with the audience and purpose in mind
					4.124 Notices the importance of citing sources of information	4.125 Understands the importance of citing sources	4.126 Cites all sources
Viewing Self as a Writer	4.130 Tries out simple techniques others writers and illustrators have used or have ideas to tell, write, and draw about	4.131 Self-evaluate writing and talk about what is good about it and what techniques were used	4.132 Self-evaluate writing and talk about what is good about it and what techniques were used while trying new techniques other writers and illustrators have used	4.133 State what was learned from each piece of writing by noticing what makes good writing effective and name the craft or technique	4.134 Shows ability in a conference to discuss what is being worked on as a writer and articulate goals as a writer	4.135 Shows interest in and work at crafting good writing, incorporating new learning from instruction and reflection	4.136 Shows interest in and work at crafting good writing, incorporating new learning from instruction and self-reflection, peer, and teacher feedback