

**Standard 2: Students write and speak for a variety of purposes and audiences.**

Standards and Components	Third	Fourth	Fifth
<p><b>Prewriting:</b></p> <ul style="list-style-type: none"> <li>• <b>Generate topics and develop ideas for a variety of writing</b></li> <li>• <b>Establish purpose and audience</b></li> </ul>	<p><b>Stress</b></p> <p>Generate topics through prewriting activities (brain-storming, webbing, mapping, drawing, writer’s notebook, K-W-L, charts, scaffolds, and group discussion, and graphic organizers).</p> <p><b>Stress</b></p> <p>Begin to align purpose (to entertain, inform, communicate, etc.) with audience (themselves, family, friends, and class)</p>	<p><b>Proficient</b></p> <p>Generate topics through prewriting activities (brain-storming, webbing, mapping, drawing, writer’s notebook, K-W-L, charts, scaffolds, group discussion, and graphic organizers).</p> <p><b>Proficient</b></p> <p>Begin to align purpose (to entertain, inform, communicate, etc.) with audience (themselves, family, friends, and class)</p>	<p><b>Proficient</b></p> <p>Generate topics through prewriting activities (brain-storming, webbing, mapping, drawing, writer’s notebook, K-W-L, charts, scaffolds, and group discussion, and graphic organizers).</p> <p><b>Proficient</b></p> <p>Begin to align purpose (to entertain, inform, communicate, etc.) with audience (themselves, family, friends, and class)</p>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <b>Know and use different structures of writing</b></li> </ul>	<p><b>Proficient</b></p> <p>Identify and write four types of sentences (command, question, exclamation, and statement)</p> <p><b>Stress</b></p> <p><b>Paragraph Writing:</b></p> <ul style="list-style-type: none"> <li>• Write to a picture prompt or a writing prompt</li> <li>• Personal narrative</li> <li>• How to (instructional)</li> <li>• Descriptive</li> <li>• Informational/non-fiction</li> <li>• Summary</li> </ul> <p><b>Other Writing:</b></p> <ul style="list-style-type: none"> <li>• Story elements including setting, characters, plot, problem, solution</li> <li>• Letter (heading, greeting, body, closing, signature) to thank or invite etc.</li> <li>• Address an envelope</li> <li>• Book report</li> <li>• Opinions</li> <li>• Formulate sentences of compare and/or contrast using a Venn Diagram</li> <li>• Short constructed response (scientific observations, etc.)</li> <li>• Journaling</li> </ul> <p><b>Introduce</b></p> <p><b>Paragraph Writing:</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast (list and write one paragraph that compares or contrasts)</li> </ul>	<p><b>Proficient</b></p> <p>Identify and write four types of sentences (command, question, exclamation, and statement)</p> <p><b>Paragraph Writing :</b></p> <ul style="list-style-type: none"> <li>• Write to a picture or a writing prompt</li> <li>• Personal narrative</li> <li>• How to (instructional)</li> <li>• Descriptive</li> <li>• Informational/non-fiction</li> <li>• Summary</li> </ul> <p><b>Other Writing:</b></p> <ul style="list-style-type: none"> <li>• Story elements including setting, characters, plot, problem, solution)</li> <li>• Letter (heading, greeting, body, closing, signature) to thank or invite etc.</li> <li>• Address an envelope</li> <li>• Book Reports</li> <li>• Write extended response</li> <li>• Write short constructed response</li> </ul> <p><b>Stress</b></p> <p><b>Paragraph Writing:</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Summary</li> <li>• Persuasive</li> </ul>	<p><b>Proficient</b></p> <p>Identify and write four types of sentences (command, question, exclamation, and statement)</p> <p><b>Paragraph Writing:</b></p> <ul style="list-style-type: none"> <li>• Write to a picture or a writing prompt</li> <li>• Personal narrative</li> <li>• How to (instructional)</li> <li>• Descriptive</li> <li>• Informational/non-fiction</li> <li>• Summary</li> </ul> <p><b>Other Writing:</b></p> <ul style="list-style-type: none"> <li>• Story elements including setting, characters, plot, problem, solution</li> <li>• Letter (heading, greeting, body, closing, signature) to thank or invite etc.</li> <li>• Address an envelope</li> <li>• Book Reports</li> <li>• Write extended response</li> <li>• Write short constructed response</li> <li>• Journaling</li> </ul> <p><b>Stress</b></p> <p><b>Paragraph Writing:</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Persuasive/Opinion</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Organize Writing</b></li>   <li>• <b>Choose vocabulary that communicates their messages clearly and precisely</b></li> </ul>	<p><b>Other Writing:</b></p> <ul style="list-style-type: none"> <li>• Extended Writing</li> <li>• Guided Research Papers (bibliography, taking notes)</li> <li>• Poetry (couplets, haiku, misc. other)</li> <li>• Understand sentence fluency as an element of writing</li> </ul> <p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Write to a picture and/or writing prompt</li> <li>• Write a paragraph with a topic sentence, supporting details, and a conclusion (by end of February)</li> <li>• Recognize and understand ideas as an element of writing (includes an inviting introduction, logical arrangement of ideas, and a satisfying conclusion)</li> </ul> <p><b>Introduce</b></p> <p>Write three paragraphs with beginning middle and end (each paragraph should be 5-7 sentences in length)</p> <p><b>Stress</b></p> <ul style="list-style-type: none"> <li>• Nouns, pronouns, verbs, and adjectives</li> <li>• Use descriptive words to create an image</li> <li>• Understand word choice as an element of writing</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Similes, metaphors, and idioms</li> </ul>	<p><b>Other Writing:</b></p> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Short constructed response (scientific observations, etc.)</li> <li>• Journaling</li> <li>• Research Papers (bibliography with assistance, taking notes)</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• Poetry (free verse, limericks, misc. other)</li> </ul> <p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Writes to a picture and/or writing prompt</li> <li>• Use an effective variety of sentence beginnings, structures, and length</li> <li>• Recognize and understand ideas as an element of writing (includes an inviting introduction, logical arrangement of ideas, and a satisfying conclusion)</li> <li>• Write three paragraphs with beginning middle and end (each paragraph should be 5-7 sentences in length)</li> <li>• Stay fully focused on topic</li> <li>• Provide main ideas and specific, elaborated details relevant to the topic</li> <li>• Maintain a clear order with transitions between ideas</li> <li>• Understand sentence fluency as an element of writing</li> </ul> <p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Nouns, pronouns, verbs, and adjectives</li> </ul> <p><b>Stress</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Similes, metaphors, and idioms</li> <li>• Expand vocabulary/word choice</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• Voice</li> </ul>	<p><b>Other Writing:</b></p> <ul style="list-style-type: none"> <li>• Poetry (free verse, limericks, misc. other)</li> <li>• Research Papers (bibliography, taking notes)</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• Taking notes as a process</li> </ul> <p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Write to a picture and/or writing prompt</li> <li>• Use an effective variety of sentence beginnings, structures, and length</li> <li>• Recognize and understand ideas as an element of writing (includes an inviting introduction, logical arrangement of ideas, and a satisfying conclusion)</li> <li>• Write three or more paragraphs with beginning, middle, and end</li> <li>• Stay fully focused on topic</li> <li>• Provide main ideas and specific elaborated details relevant to the topic</li> <li>• Maintain a clear order with transitions between ideas</li> <li>• Understand sentence fluency as an element of writing</li> </ul> <p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Nouns, pronouns, verbs, and adjectives</li> </ul> <p><b>Stress</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Similes, metaphors, and idioms</li> <li>• Expand vocabulary/word choice</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• Voice</li> </ul>
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<p><b>Revise and edit writing</b></p>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Edit text for end punctuation, (period, question mark), capital letters (beginning of sentences, names, I)</li> </ul> <p><b>Stress</b></p> <ul style="list-style-type: none"> <li>Edit using resources such as: word lists, word walls, a spell checker, and a glossary</li> <li>Revise/expand details by adding adjectives</li> <li>Revise for complete sentences</li> <li>Spell correctly first 300 words from Fry word list</li> <li>Use conventional spelling</li> <li>Use proofreading marks</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>Edit for conventions</li> <li>Use revision as an editing skill</li> </ul>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Edit using resources such as: word lists, word walls, a spell checker, and a glossary</li> <li>Revise/expand details by adding adjectives</li> <li>Proofreading marks (insertion)</li> <li>Revise for complete sentences</li> <li>Spell first 400 words from Fry word list</li> </ul> <p><b>Stress</b></p> <ul style="list-style-type: none"> <li>Revision as an editing skill</li> <li>Use conventional spelling</li> </ul>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Edit using resources such as: word lists, word walls, a spell checker, and a glossary</li> <li>Revise/expand details by adding adjectives</li> <li>Use proofreading marks (insertion)</li> <li>Revise for complete sentences</li> <li>Use revision as an editing skill</li> <li>Spell correctly first 500 words from Fry word list</li> <li>Use conventional spelling</li> </ul>
<p><b>Create readable documents with legible handwriting or word processing at the appropriate time</b></p>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Final copy presented according to purpose (read aloud, display, publish, mail, send, perform, etc.)</li> </ul> <p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>Use Cursive</li> </ul>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Final copy presented according to purpose (read aloud, display, publish, mail, send, perform, etc.)</li> </ul> <p><b>Stress</b></p> <ul style="list-style-type: none"> <li>Use Cursive</li> </ul>	<p><b>Proficient</b></p> <ul style="list-style-type: none"> <li>Final copy presented according to purpose (read aloud, display, publish, mail, send, perform, etc.)</li> </ul> <p><b>Stress</b></p> <ul style="list-style-type: none"> <li>Use Cursive</li> </ul>