

## The Covenant School Writing Standards

The mission of The Covenant School in regards to the writing curriculum is based on the belief that writing cannot be separated from other subject areas. We strive to see our students become skilled writers and fluent readers. We desire to equip our students to communicate with different audiences for a variety of purposes. Our goal is for our students to participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

The Covenant School Writing Standards were developed after studying the top writing standards of schools across the nation based on the research of The Thomas B. Fordham Foundation. This foundation supports research of national significance in elementary education reform. The curriculum committee decided to use the state of Indiana's writing standards as a basis for developing the following standards. The Fordham Foundation states that "Indiana's educators and politicians should be congratulated for setting some of the most demanding expectations for their students in the entire country. Indiana is one of only three states to earn straight A's for its academic standards. This news bodes well for Indiana's students as they face a world of serious international competition."

The standards are broken into four categories: Writing Processes; Writing Applications; Writing Conventions; and Listening and Speaking. The Writing Processes standard contains the part of writing where the students learn to work through selecting topics, planning strategies, writing clearly, and evaluating their own work based upon grade level. Research and technology are also contained in this section. The Writing Applications standard contains the type of writing the students will learn throughout the year such as narratives, poetry, and letters. The Writing Conventions standard contains the handwriting, grammar, sentence structure, and spelling aspects. The Listening and Speaking Standard contains oral presentation indicators.

The Curriculum Committee researched writing curriculum and decided to implement the Lucy Calkins Writing curriculum from grades PreKindergarten through Sixth Grade. The teachers began using this curriculum in the fall of 2007 and received extensive training in the curriculum from Lucy Calkins representatives. A variety of literature recommended by the Lucy Calkins curriculum was purchased for each grade level. A list of suggested Word Wall words was selected for the lower grades to maintain consistency in the words the students see and use year after year.

## **PreKindergarten Writing Standards**

### **I. WRITING: Processes**

*Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.*

#### *1. Organization and Focus*

- (1a) Discuss ideas to include in a story.
- (1b) Tell a story, poem, or personal narrative that the teacher or some other person will write.
- (1c) Write using pictures, lines and scribbles, letters, and words.
- (1d) Write phonetically spelled words (words that are written as they sound) using consonant and at times vowel sounds.
- (1e) Write correctly simple words, such as their name and names of others, indicating an understanding that print communicates meaning.

#### *2. Research Process and Technology*

- (2a) Ask *how* and *why* questions about a topic of interest.
- (2b) Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).
- (2c) Organize and classify information into categories.

### **II. WRITING: Applications**

*In PreKindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).*

- (1a) Draw pictures and write words to provide information (Example: to make lists or a graph).
- (1b) Draw pictures and write for specific people or persons.  
(Example: to send a birthday invitation to a child, to write a note to a parent as a reminder to send snack).
- (1c) Draw a picture and write for a descriptive or creative purpose (Example: to create a story about a “Star Wars” adventure to share with others).

### **III. WRITING: Conventions**

*Students begin to learn the written conventions of Standard English.*

### *1. Handwriting*

(1a) Write capital and some lowercase letters of the alphabet with some consistency.

### *2. Spelling*

(1a) Spell phonetically using an understanding of the consonant sounds of the alphabet and knowledge of letter names. On occasion, some students may include vowel sounds when writing words.

(2b) Spell common words such as Mom, Dad, love, and some personal names.

## **IV. WRITING: Listening and Speaking**

*Students listen and respond to oral communication. They are learning to speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.*

### *1. Comprehension*

(1a) Listen, understand and follow one- and two-step spoken directions.

### *2. Oral Communication*

(2a) Share information and ideas, speaking clearly.

### *3. Speaking Applications*

(3a) Describe people, places, things (including their size, color, and shape), locations, and actions.

(3b) Recite short poems, rhymes, and songs.

(3c) Begin to tell about an experience or story in a logical sequence (chronological order, first, second, last).

(3d) Use new vocabulary words to describe stories, poems, informational texts, or personal narratives.

## Kindergarten Writing Standards

### I. WRITING: Processes

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

#### 1. Organization and Focus

(1a) Discuss ideas to include in a story.

(1b) Tell a story that the teacher or some other person will write.

(1c) Write using pictures, letters, and words.

(1d) Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).

Example: Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.

(1e) Write by moving from left to right and from top to bottom.

#### 2. Research Process and Technology

(1a) Ask *how* and *why* questions about a topic of interest.

(1b) Identify pictures and charts as sources of information and begin gathering information from a variety of sources (picture books, dictionaries, technology).

(1c) Organize and classify information into categories.

### II. WRITING: Applications

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

(1a) Draw pictures and write words for a specific reason.

Example: Draw a picture or write to a friend or a family member to tell about something new at school.

(1b) Draw pictures and write for specific people or persons.

Example: Write thank-you letter to field trip provider or an invitation to a parent to attend a classroom event.

(1c) Draw a picture and write for a descriptive or creative purpose (to create a story to share with others).

(1d) Write simple rhymes as a group and individually.

#### 2. Research Application

(2a) *List facts for a research project.*

(2b) *Use a variety of resources such as books, technology, DVD's, and experts.*

### **III. WRITING: Conventions**

Students begin to learn the written conventions of Standard English.

#### 1. Handwriting

(1a) Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

#### 2. Spelling

(2a) Spell phonetically using an understanding of the sounds of the alphabet and knowledge of letter names.

Example: Spell by how the word sounds, such as *kat*.

(2b) Spell grade-level words correctly.

(2c) Begin to understand alphabetical order.

#### 3. Punctuation

(3a) Begin to use period and question marks at the end of a sentence.

#### 4. Capitalization

(4a) Begin to use a capital letter at the first of a sentence and for proper names.

### **IV. WRITING: Listening and Speaking**

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

#### 1. Comprehension

(1a) Listen, understand and follow two- and three-step oral directions.

(1b) Ask questions for clarification and understanding.

#### 2. Oral Communication

(2a) Share information and ideas, speaking clearly.

#### 3. Speaking Applications

(3a) Describe people, places, things (including their size, color, and shape), locations, and actions.

(3b) Recite short poems, rhymes, and songs.

(3c) Tell an experience or creative story in a logical sequence (chronological order, first, second, last).

(3d) Use new vocabulary words to describe stories, poems, informational texts, or personal narratives.

## First Grade Writing Standards

### I. WRITING: Processes

*Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a main idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, editing multiple drafts, and publishing.*

#### 1. Organization and Focus

- (1a) Discuss ideas and select a focus for group stories or other writing.
- (1b) Use various organizational strategies (charts, webs) to plan writing.

#### 2. Research Process and Technology

- (2a) Begin asking questions to guide topic selection and ask *how* and *why* questions about a topic of interest.
- (2b) Identify a variety of sources of information (books, online sources, pictures, dictionaries, charts, tables of contents, diagrams) and document the sources (titles).
- (2c) Organize and classify information by constructing categories on the basis of observation.

#### 3. Evaluation and Revision

- (3a) Revise writing for others to read.

### II. WRITING: Applications

*At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard I — Writing Processes. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.*

- (1a) Write brief narratives (stories) describing an experience.
- (1b) Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.
- (1c) Write simple rhymes (free verse, acrostic).
- (1d) Use descriptive words when writing.
- (1e) Write for different purposes and to a specific audience or person.  
Example: Write a friendly letter/ thank-you note to the Fire Fighters of the local fire station after a field trip.

#### 2. Research Application

- (2a) Complete the State Project using a variety of sources (internet, DVDs, personal research)

### III. WRITING: Conventions

*Students write using Standard English conventions appropriate to this grade level.*

#### 1. Handwriting

(1a) Form upper and lowercase letters correctly.

(1b) Print legibly and space letters, words, and sentences appropriately.

#### 2. Sentence Structure

(2a) Write in complete sentences.

#### 3. Grammar

(3a) Identify and correctly use singular and plural nouns (*dog/dogs*).

(3b) Identify and correctly write contractions (*isn't, aren't, can't*).

(3c) Identify and correctly write possessive nouns (*cat's meow, girls' dresses*) and possessive pronouns (*my/mine, his/hers*).

#### 4. Punctuation

(4a) Correctly use periods (*I am five.*), exclamation points (*Help!*), and question marks (*How old are you?*) at the end of sentences.

#### 5. Capitalization

(5a) Capitalize the first word of a sentence, names of people, the pronoun *I*, months of the year, and days of the week.

#### 6. Spelling

(6a) Spell correctly three- and four-letter words (*can, will*) and grade-level-appropriate sight words (*red, fish*).

(6b) Continue to utilize alphabetical order skills.

### IV. WRITING: Listening and Speaking

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

#### 1. Comprehension

(1a) Listen critically and attentively.

(1b) Ask questions for clarification and understanding.

(1c) Give, restate, and follow simple two-step directions.

*2. Organization and Delivery of Oral Communication*

(2a) Stay on the topic when speaking.

(2b) Use descriptive words when speaking about people, places, things, and events.

*3. Speaking Applications*

(3a) Recite poems, rhymes, songs, and stories.

(3b) Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.

(3c) Relate an important life event or personal experience in a simple sequence.

(3d) Provide descriptions with careful attention to sensory detail.

(3e) Use visual aids, such as pictures and objects, to present oral information.

Example: State Project, Time Line (of student's life), Neighborhood Map

## Second Grade Writing Standards

### I. WRITING: Processes

*Students write clear sentences and paragraphs that develop a main idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, editing, and publishing multiple drafts.*

#### 1. Organization and Focus

- (1a) Creates and selects from a wide range of topics and ideas for writing.
- (1b) Uses several planning strategies (brainstorming, list, web, discussion)
- (1c) Organize related ideas together to maintain a consistent focus.
- (1d) Uses the plan as a guide, but stays flexible
- (1e) Writes based on a variety of purposes and with audiences in mind.

#### 2. Research Process and Technology

- (2a) Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).
- (2b) Use a variety of media to publish own writing (such as technology)

#### 3. Evaluation and Revision

- (3a) Review, evaluate, and revise writing for meaning and clarity.
- (3b) Proofread own writing, as well as peers, using an editing checklist or list of rules.
- (3c) Proofreads for interesting ideas and phrases
- (3d) Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

### II. WRITING: Applications

*Students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.*

*In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:*

(1 a) Write brief narratives based on experiences that:

- move through a logical sequence of events (chronological order, order of importance).
- describe the setting, characters, objects, and events in detail.

(1b) Write a descriptive piece about an object, person, place, or event that:

- develops a main idea.
- uses details to support the main idea.

(1c) Write a friendly letter complete with the date, greeting, body, closing, and signature.

(1d) Write rhymes and simple poems. (free verse, acrostic, cinquian)

(1e) Use descriptive words when writing to add voice to piece.

(1f) Write for different purposes and to a specific audience or person.

(1g) Write responses to literature that:

- demonstrate an understanding of what is read.
- support statements with evidence from the text.

## 2. *Research Application*

(2a) Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).
- organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation.

## III. WRITING: Conventions

*Students write using Standard English conventions appropriate to this grade level.*

### 1. *Handwriting*

(1a) Print correctly and space words and sentences properly so that writing can be read easily by another person.

(1b) Begin practicing correct strokes for cursive writing (slant, spacing, size)

### 2. *Sentence Structure*

(2a) Distinguish between complete and incomplete sentences.

(2b) Use the correct word order in written sentences.

(2c) Identify sentences as statement, command, exclamation, and question with final punctuation.

### 3. Grammar

(3a) Identify and correctly use various parts of speech,

- nouns (singular, plural, proper, common)
- verbs (past, present, action and “be”)
- adjectives ( how many, what color, what kind, superlatives)

(3b) Identify and correctly use contractions

(3c) Identify compound words

### 4. Punctuation

(4a) Use period at the end of sentences and with abbreviations (Mr., Mrs., Dr.)

(4b) Use a colon in telling time

(4c) Use commas in the greeting and closure of a letter and with dates and items in a series.

(4d) Use quotation marks correctly to show that someone is speaking.

### 5. Capitalization

(5a) Capitalize all proper nouns (names of specific people or things) words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr.*, *Mr.*, *Mrs.*, *Miss*) and literary works.

### 6. Spelling

(6a) Spell correctly words like *was*, *were*, *says*, *said*, *who*, *what*, and *why*, which are used frequently but do not fit common spelling patterns.

(6b) Spell correctly words with short and long vowel sounds (*a*, *e*, *i*, *o*, *u*), r-controlled vowels (*ar*, *er*, *ir*, *or*, *ur*), and consonant-blend patterns (*bl*, *dr*, *st*).

(6c) Arrange words in alphabetical order

## IV. WRITING: Listening and Speaking

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.*

### 1. Comprehension

(1a) Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).

(1b) Ask for clarification and explanation of stories and ideas.

(1c) Paraphrase (restate in own words) information that has been shared orally by others.

(1d) Give and follow three- and four-step oral directions.

## *2. Organization and Delivery of Oral Communication*

(2a) Organize presentations to maintain a clear focus.

(2b) Speak clearly and at an appropriate pace

(2c) Tell experiences in a logical order

(2d) Retell stories, including characters, setting, and plot.

(2e) Report on a topic with supportive facts and details.

(2f) Use descriptive words when speaking about people, places, things, and events.

## *3. Speaking Applications*

(3a) Deliver oral reports independently.

(3b) Recite poems and rhymes.

(3c) Use visual aids to support oral presentations.

## **Third Grade Writing Standards**

### **I. WRITING: Processes**

*Students write clear sentences and paragraphs that develop a main idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, editing, and publishing multiple drafts.*

#### *1. Organization and Focus*

- (1a) Find and select ideas for a variety of writing purposes in conversations with others; in books, magazines, or school textbooks; or on the Internet.
- (1b) Make a list of ideas using a variety of planning strategies (such as diagrams, webs, and charts).
- (1c) Create single paragraphs with main idea, supporting details, and conclusion.
- (1d) Organize purpose, audience, topic, and form to maintain a consistent focus.

#### *2. Research Process and Technology*

- (2a) Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- (2b) Use a variety of media to publish own writing (such as technology).

#### *3. Evaluation and Revision*

- (3a) Review, evaluate, and revise writing for meaning and clarity.
- (3b) Proofread one's own writing, as well as that of others, using an editing checklist.
- (3c) Revise writing for others to read, improving the focus and progression of ideas.

### **II. WRITING: Applications**

*Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Writing Processes. Writing demonstrates an awareness of the audience and purpose for writing.*

*In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in the Writing Processes to:*

- (1a) Write stories and narratives that:
  - provide a context within which an action takes place.

- include details to develop the plot.
- (1b) Write descriptive pieces about people, places, things, or experiences that:
- develop a unified main idea, use details to support the main idea, and contain conclusions that reiterate the main idea.
  - use sensory details.
- (1c) Write persuasive pieces that ask for an action or response.
- (1d) Write friendly, persuasive, and business letters, and thank-you notes that:
- show awareness of the knowledge and interests of the audience.
  - establish a purpose and context.
  - include the date, proper greeting, body, closing, and signature.
- (1e) Write many types of poetry that express the author's feeling (free verse, acrostic, haiku, and cinquain).
- (1f) Write pieces that explain the process of how to complete an activity with such detail that the intended audience could duplicate the activity.
- (1g) Write news stories that detail current events including quotes from participants.
- (1h) Write compare and contrast paragraphs of interest to the author.
- (1i) Use varied word choices to make writing interesting.
- (1j) Write responses to literature that:
- demonstrate an understanding of what is read.
  - support statements with evidence from the text.

## 2. Research Application

- (2.1) Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles, authors, and copyright date).
  - organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.

## III. WRITING: Conventions

*Students write using Standard English conventions appropriate to this grade level.*

### 1. Handwriting

(1a) Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

## 2. Sentence Structure

(2a) Identify and use sentences of statement (Declarative), command (Imperative), question (Interrogative), or exclamation (Exclamatory), with final punctuation.

(2b) Identify and use simple and compound sentences.

## 3. Grammar

(3a) Identify and use subjects and verbs that are in agreement.

(3b) Identify and use past, present, and future verb tenses properly in writing.

(3c) Identify and use common and proper nouns; main, helping, and irregular verbs; simple and compound subjects and predicates; pronouns; adjectives; articles; contractions, and adverbs in writing.

## 4. Punctuation

(4a) Use commas in dates, locations, items in a series, written conversations, and compound sentences.

(4b) Use apostrophes in contractions and possessive nouns.

(4c) Use quotation marks in written conversations.

## 5. Capitalization

(5a) Capitalize beginning of sentences, proper nouns, and titles of people and literary works.

## 6. Spelling

(6a) Spell correctly compound words, contractions, abbreviations, common homophones, one-syllable words that have blends, common spelling patterns, and changing the ending of a word from -y to -i.

(6b) Arrange words in alphabetical order.

# IV. WRITING: Listening and Speaking

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and volume. Students deliver brief oral presentations that are organized around a coherent topic. Students use the same Standard English conventions for oral speech that they use in their writing.*

## 1. Comprehension

- (1a) Retell, paraphrase, and explain what a speaker has said.
- (1b) Connect and relate experiences and ideas to those of a speaker.
- (1c) Answer questions completely and appropriately.
- (1d) Identify figurative language, such as rhymes, repeated sounds, and instances of onomatopoeia.
- (1e) Follow three- and four-step oral directions.

## *2. Organization and Delivery of Oral Communication*

- (2a) Organize ideas chronologically or around major points of information.
- (2b) Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.
- (2c) Use clear and specific vocabulary to communicate ideas and establish the tone.
- (2d) Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
- (2e) Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

## *3. Analysis and Evaluation of Oral and Media Communications*

- (3a) Compare ideas and points of view expressed in broadcast and print media or on the Internet.
- (3b) Distinguish between the speaker's opinions and verifiable facts.
- (3c) Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.

## *4. Speaking Applications*

- (4a) Deliver oral reports in an organized manner.
- (4b) Perform dramatic presentations with appropriate voice tone.
- (4c) Use visual aids to support oral presentations.

## Fourth Grade Writing Standards

### I. WRITING: Processes

*Students progress through a recursive and flexible writing process of prewriting, drafting, revising, editing, and publishing.*

#### 1. Organization and Focus

(1a) Generate ideas for writing and keep a notebook of possible topics, experiences, and observations. See potential story and poetry ideas everywhere.

(1b) Focus on a particular aspect of the story idea and make an outline, timeline, or story mountain. Choose a point of view, purpose, and audience for the piece of writing.

(1c) Draft initial thoughts using phrases, words, pictures, drawings, captions and graphic organizers to see a story unfold.

(1d) Write informational pieces with multiple paragraphs that include: introductory paragraph, topic sentence, main idea, supporting facts and details, explanations, smooth transitions between paragraphs, and concluding paragraphs.

(1e) Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

#### 2. Research Process and Technology

(2a) Quote or paraphrase information sources, citing them appropriately.

(2b) Locate information in reference texts, newspapers, periodicals, and the Internet.

(2c) Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

#### 3. Evaluation and Revision

(3a) Evaluate, and revise writing for meaning, clarity, varied sentence length beginnings and structure, expanding and deleting sections, and for progression of ideas and fluency.

(3b) Use an editing checklist to proofread writing for grammar and spelling.

(3c) Publish and share work with others in various forms such as booklets, brochures, letters, articles, recitations, and anthologies.

### II. WRITING: Applications

*Students continue to build upon various forms of writing including narratives, persuasive and expository essays, poetry, informational writing, and procedural texts.*

(1a) Write narratives that:

- include thoughts, observations, wonderings, or memories of an event, experience or conversation
- express humor, beauty, drama, voice, energy, and enthusiasm.
- link scenes together that are focused, detailed, and chronological to allow the reader to experience the event

(1b) Write essays that:

- state a thesis and elaborate with subordinate ideas and parallel statements.
- select compelling evidence from collected materials that are powerful and pertinent.

(1c) Write literary essays that:

- state the heart of the story as the central idea in the first paragraph with following paragraphs proving the idea to be true by citing references from the text
- link the story's message to other literature in the final paragraph.

(1d) Write poetry that:

- express joy, grief, love, outrage, beauty, injustice, and hope
- uses words to see the world in a different way through figurative language, rhyming, and free verse

(1e) Make writing interesting by using descriptive and figurative word choice without repetition.

(1f) Write to a specific audience using voice and identifiable tone to connect with the reader.

(1g) Write formal and informal letters.

## 2. *Research Application*

(2a) Write a research report that has been developed using a variety of sources with information and observations that have been collected, organized, and summarized into multiple categories.

(2b) Cite sources using title, author, copyright date, and websites.

## **III. WRITING: Conventions**

*Students write using Standard English conventions appropriate to this grade level.*

### 1. *Handwriting*

(1a) Write smoothly and legibly in cursive, forming letters and words that can be read by others.

### 2. *Sentence Structure*

(2a) Use simple and compound sentences in writing.

(2b) Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.

(2c) Identify fragment and run on sentences.

(2d) Introduce four basic sentence types – declarative, imperative, interrogative, exclamatory.

(2e) Diagram subject, verb, and adjectives .

### 3. Grammar

(3a) Identify and use regular and irregular verbs.

### 4. Punctuation

(4a) Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations, apostrophes to show possession and apostrophes in contractions.

(4b) Use underlining, quotation marks, or italics to identify titles of documents.

### 5. Capitalization

(5a) Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

### 6. Spelling

(6a) Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes and prefixes.

## **IV. WRITING: Listening and Speaking**

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

### 1. Comprehension

(1a) Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

(1b) Summarize major ideas and supporting evidence presented in spoken presentations.

(1c) Identify how language usage (sayings and expressions) reflects regions and cultures.

(1d) Give precise directions and instructions.

(1e) Connect and relate experiences and ideas to those of a speaker.

## 2. *Organization and Delivery of Oral Communication*

- (2a) Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- (2b) Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- (2c) Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- (2d) Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
- (2e) Engage the audience with appropriate words, facial expressions, and gestures.

## 3. *Analysis and Evaluation of Oral and Media Communications*

- (3a) Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.
- (3b) Distinguish between the speaker's opinions and verifiable facts.

## 4. *Speaking Applications*

- (4a) Make narrative presentations that:
  - relate ideas, observations, or memories about an event or experience.
  - provide a context that allows the listener to imagine the circumstances of the event or experience.
  - provide insight into why the selected event or experience should be of interest to the audience.
- (4b) Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- (4c) Make informational presentations that:
  - focus on one main topic.
  - include facts and details that help listeners focus.
  - incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).
- (4d) Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

## Fifth Grade Writing Standards

### I. WRITING: Process

*Students generate ideas for writing and progress through the stages of the writing process: prewriting, drafting, revision, editing, and publishing. Students review literature and conduct research as required by the writing task. Students write clear, concise, coherent, and correct paragraphs and compositions.*

#### 1. Organization and Focus

- (1a) Use prewriting methods, such as brainstorming and free writing, to generate ideas.
- (1b) Select a topic, a specific audience, and a purpose for writing.
- (1c) Select an organization strategy for arranging the ideas and details.
- (1d) Review literature and gather research material from print, interview, and computer sources as needed.
- (1e) Use note-taking skills and source documentation when conducting research.
- (1f) Create paragraphs that contain a topic sentence, specific supporting details, transitional devices, and a concluding sentence.
- (1g) Write an interesting introduction that contains a thesis statement.
- (1h) Write a conclusion that summarizes the main points of the composition.

#### 2. Research Process and Technology

(2a) Follow a specific research process that is appropriate for the assignment. The basic research process should include these steps:

- Generate research questions regarding the topic.
- List or write about your own knowledge and opinions regarding the topic.
- Gather information from a variety of sources (books, articles, web sites, interviews) and create bibliographic citations for each source.
- Evaluate the source material to determine the credibility and relevancy of the information.
- Use note-taking skills to summarize, paraphrase, and quote material from the sources.
- Organize the research material by categorizing and sequencing.
- Integrate the research material by categorizing and sequencing.
- Integrate the research information into the body of the paper to support or explain the main points.
- Document the sources within the paper and include a Works Cited page.

(2b) Use organizational features of printed text (citations, endnotes, bibliographic references) to locate relevant information.

(2c) Use note-taking skills when conducting research.

(2d) Use summary, paraphrasing, and direct quotations to integrate research support in compositions.

(2e) Use internet web sites to locate credible and relevant source material.

(2f) Create documents using a computer and employ features such as word searches, spell checks, and the thesaurus.

### 3. *Revision and Evaluation*

(3a) Revise for meaning and clarity by adding, deleting, combining, and moving sentences.

(3b) Improve organization by rearranging paragraphs and by using transitions between paragraphs.

(3c) Vary the type, length, and structures of sentences.

(3d) Vary word choices by using the dictionary and thesaurus.

(3e) Participate in reader response exercises with a peer writer.

(3f) Proofread to correct grammar and spelling errors.

(3g) Follow all directions for producing the assignment.

(3h) Select or create illustrations, maps, photos, posters, or other graphics to accompany the text.

(3i) Use computer technology to format or enhance the text for printing or for oral presentation.

(3j) Format text for publication in the school newspaper and literary journal.

## II. **WRITING: Applications**

*Students write descriptive, narrative, process, expository, and persuasive texts. Writers create poetry in various forms. Writers use their experience, opinions, ideas, and creativity to produce texts. Some compositions include research and literary material. Student writing demonstrates a command of Standard English and the writing process outlined in Standard 1.*

### 1. *Descriptive Text*

(1a) Write descriptions that use sensory details to show rather than tell.

### 2. *Narrative Text*

(2a) Write narratives that establish point of view, setting, characterization, and plot.

### *3. Process Text*

(3a) Write process texts that include detailed directions arranged in sequential order.

### *4. Expository Text*

(4a) Write responses to literature that develop an interpretation supported by evidence from the text.

(4b) Write research reports that follow a systematic research process, that draw from a variety of sources (interviews, books, technology, experimentation, multimedia), that summarize, synthesize, and evaluate the information, and that cite sources with full documentation.

### *5. Persuasive Text*

(5a) Write persuasive compositions that state a clear position supported by relevant evidence and appeals; writers address reader concerns and organize the compositions from most persuasive to least powerful points.

### *6. Poetry*

(6a) Use figurative language and poetic devices to create poems in various forms.

## **III. WRITING: Conventions**

*Students use Standard English conventions and appropriate language levels (formal, informal, slang). Students recognize dialects and the cultural diversity of language.*

### *1. Sentence Structure*

(1a) Use sentences of varying length and structure (simple, compound, and complex) and evaluate through diagramming.

(1b) Identify and use sentences of varying types (declarative, exclamatory, interrogative, imperative).

(1c) Identify and correct sentence errors such as fragments and run-ons.

(1d) Use transitions and conjunctions to connect ideas.

### *2. Grammar*

(2a) Identify and use appropriate verb tenses.

(2b) Conjugate and use irregular verbs and verbs that are commonly confused.

(2c) Use pronouns correctly including agreement in case, number, and gender.

(2d) Use correct placement of modifiers and modifying phrases.

### 3. Punctuation

(3a) Use commas correctly and identify comma splices.

(3b) Use colons and semicolons correctly.

(3c) Use quotation marks and italics correctly.

### 4. Capitalization

(4a) Use correct capitalization of proper nouns, titles, and bibliographic information.

### 5. Spelling

(5a) Learn spelling and meaning of prefixes and suffixes.

(5b) Construct contractions.

(5c) Practice syllable construction of words.

(5d) Use dictionary to learn correct spelling and pronunciation of words.

## **IV. WRITING: Listening and Speaking**

*Students deliver focused, coherent presentations that clearly convey ideas that follow an appropriate organizational structure, and that appeal to a specific audience. Student speakers use traditional speech strategies and Standard English conventions. They will evaluate oral communication as well.*

### 1. Listening Comprehension

(1a) Ask questions of the speaker that seek information not already discussed.

(1b) Interpret the speaker's verbal and nonverbal messages, purposes, and perspectives.

(1c) Make inferences or draw conclusions based on an oral report.

### 2. Organization and Delivery of Oral Communication

(2a) Select a topic, organizational structure, and point of view for a presentation.

(2b) Clarify and support spoken ideas with evidence and examples.

(2c) Use tone, volume, phrasing, timing, and gestures to enhance meaning.

(2d) Emphasize important points so that listeners may easily follow them.

*3. Analysis and Evaluation of Oral and Media Communications*

(2a) Identify, analyze, and critique the persuasive techniques employed.

(2b) Identify claims and evaluate the evidence used to support the claims.

(2c) Analyze media as sources of information, entertainment, persuasion, interpretation, and transmission of culture.

*4. Speaking Applications*

(4a) Deliver a narrative presentation that establishes a plot, point of view, setting, and characterization with descriptive language that shows rather than tells the story.

(4b) Present poetic or dramatic material that conveys both meaning and emotion.

(4c) Deliver an informative presentation using a system of inquiry and research.

(4d) Deliver oral responses to literature that demonstrate comprehension, that summarize important features of the selection, and that use evidence from the literature to support conclusions.

## Sixth Grade Writing Standards

### I. WRITING: Process

*Students generate ideas for writing and progress through the stages of the writing process: prewriting, drafting, revision, editing, and publishing. Students review literature and conduct research as required by the writing task. Students write clear, concise, coherent, and correct paragraphs and compositions.*

#### 1. Organization and Focus

- (1a) Use prewriting methods, such as brainstorming and free writing, to generate ideas.
- (1b) Select a topic, a specific audience, and a purpose for writing.
- (1c) Select an organization strategy for arranging the ideas and details; create a formal outline for expository and persuasive compositions.
- (1d) Review literature and gather research material from print, interview, and computer sources as needed; conduct keyword searches and explore databases.
- (1e) Use note-taking skills and source documentation when conducting research.
- (1f) Create paragraphs that contain a topic sentence, specific supporting details, transitional devices, and a concluding sentence.
- (1g) Write an interesting introduction that contains a thesis statement and that uses an introductory strategy (quotation, example, anecdote, questions).
- (1h) Write a conclusion that summarizes the main points of the composition or that uses another concluding strategy (call for action, final example, quotation).

#### 2. Research Process and Technology

(2a) Follow a specific research process that is appropriate for the assignment. The basic research process should include these steps:

- Generate research questions regarding the topic.
- List or write about your own knowledge and opinions regarding the topic.
- Gather information from a variety of sources (books, articles, web sites, interviews) and create bibliographic citations for each source.
- Evaluate the source material to determine the credibility and relevancy of the information.
- Use note-taking skills to summarize, paraphrase, and quote material from the sources.
- Organize the research material by categorizing and sequencing.
- Integrate the research material by categorizing and sequencing.

- Integrate the research information into the body of the paper to support or explain the main points.
- Document the sources within the paper and include a Works Cited page.

(2b) Use organizational features of printed text (citations, endnotes, bibliographic references) to locate relevant information.

(2c) Use note-taking skills when conducting research.

(2d) Use summary, paraphrasing, and direct quotations to integrate research support in compositions.

(2e) Use internet web sites and databases to locate credible and relevant source material.

(2f) Create documents using a computer and employ features such as word searches, spell checks, the thesaurus, columns, pagination, and other design elements.

### 3. *Evaluation and Revision*

(3a) Revise for meaning and clarity by adding, deleting, combining, and moving sentences.

(3b) Improve organization by rearranging paragraphs and by using transitions between paragraphs.

(3c) Vary the type, length, and structures of sentences.

(3d) Vary word choices by using the dictionary and thesaurus.

(3e) Participate in reader response exercises with a peer writer.

(3f) Proofread to correct grammar and spelling errors.

(3g) Follow all directions for producing the assignment.

(3h) Select or create illustrations, maps, photos, posters, or other graphics to accompany the text.

(3i) Use computer technology to format or enhance the text for printing or for oral presentation.

(3j) Format text for publication in the school newspaper and literary journal.

## **II. WRITING: Applications**

*Students write descriptive, narrative, process, expository, and persuasive texts. Writers create poetry in various forms. Students learn how to conduct and write an interview. Writers use their experience, opinions, ideas, and creativity to produce texts. Some compositions include research and literary material. Student writing demonstrates a command of Standard English and the writing process outlined in Standard 1.*

### *1. Descriptive Text*

(1a) Write descriptions that use sensory details to show rather than tell; use comparison and contrast to reveal subject.

## 2. *Narrative Text*

(2a) Write narratives that establish point of view, setting, characterization, and plot.

## 3. *Process Text*

(3a) Write process texts that include detailed directions arranged in sequential order.

## 4. *Expository Text*

(4a) Write responses to literature that develop an interpretation supported by evidence from the text.

(4b) Write research reports that follow a systematic research process, that draw from a variety of sources (interviews, books, technology, experimentation, multimedia), and that summarize, synthesize, and evaluate the information.

## 5. *Persuasive Text*

(5a) Write persuasive compositions that state a clear position supported by relevant evidence and appeals; writers address reader concerns and organize the compositions from most persuasive to least powerful points.

(5b) Write persuasive compositions that define a problem, that explore possible solutions, and that propose a course of action.

## 6. *Poetry*

(6a) Use figurative language and poetic devices to create poems in various forms.

## 7. *Interview*

(7a) Conduct an interview and use summary, paraphrases, and direct quotations to report material.

# III. **WRITING: Conventions**

*Students use Standard English conventions and appropriate language levels (formal, informal, slang). Students recognize dialects and the cultural diversity of language.*

## 1. *Sentence Structure*

(1a) Use sentences of varying length and structure, including complex and compound-complex constructions.

(1b) Diagram sentences to identify independent and dependent clauses, modifiers, and phrases.

(1c) Identify and correct sentence errors such as fragments, run-ons, and comma splices.

(1d) Use transitions and conjunctions (coordinating, correlative, and subordinating) to connect ideas.

## 2. Grammar

(1a) Identify and use verbals (infinitives, gerunds, participles).

(1b) Conjugate and use irregular verbs and verbs that are commonly confused.

(1c) Identify and balance use of passive and active verbs.

(1d) Identify and correct dangling or misplaced modifiers and modifying phrases.

(1e) Ensure agreement of indefinite pronouns and their verbs.

## 3. Punctuation

(3a) Use commas correctly and identify comma splices.

(3b) Use colons and semicolons correctly.

(3c) Use quotation marks and italics correctly.

## 4. Capitalization

(4a) Use correct capitalization of proper nouns, titles, and bibliographic information.

## 5. Spelling

(5a) Learn spelling and meaning of prefixes and suffixes.

(5b) Learn Latin and Greek roots as aids for spelling and meaning.

(5c) Practice syllable construction of words.

(5d) Use dictionary to learn correct spelling pronunciation of words.

# IV. WRITING: Listening and Speaking

*Students deliver focused, coherent presentations that clearly convey ideas, that follow an appropriate organizational structure, and that appeal to a specific audience. Student speakers use traditional speech strategies and Standard English conventions. They will evaluate oral communication as well.*

## 1. Listening Comprehension

(1a) Ask questions of the speaker that seek information not already discussed.

(1b) Interpret the speaker's verbal and nonverbal messages, purposes, and perspectives; evaluate the relationship between the speaker's verbal communication (word choices, pitch, tone, emotion) and the nonverbal messages.

(1c) Make inferences or draw conclusions based on an oral report.

## *2. Organization and Delivery of Oral Communication*

(2a) Select a topic, organizational structure, and point of view for a presentation; develop presentation material to meet audience needs or expectations.

(2b) Clarify and support spoken ideas with evidence, examples, and visual aids, citing research sources as required.

(2c) Use tone, volume, phrasing, timing, and gestures to enhance meaning and to sustain the audience's attention and interest.

(2c) Emphasize important points so that listeners may easily follow them.

## *3. Analysis and Evaluation of Oral and Media Communications*

(3a) Identify, analyze, and critique the persuasive techniques employed; evaluate the effects of the techniques upon the audience.

(3b) Identify and evaluate the use of rhetorical devices (such as patterns of repetition or onomatopoeia) for intent and effect.

(3c) Analyze media as sources of information, entertainment, persuasion, interpretation, and transmission of culture; identify propaganda and false or misleading information.

## *4. Speaking Applications*

(4a) Deliver a narrative presentation that establishes a plot, point of view, setting, and characterization with descriptive language that shows rather than tells the story; use narrative devices such as dialogue, asides, and suspense.

(4b) Present poetic or dramatic material that conveys both meaning and emotion; use gestures or movement to enhance presentation.

(4c) Deliver an informative presentation using a system of inquiry and research from a variety of sources.

(4d) Deliver oral responses to literature that demonstrate comprehension, that summarize important features of the selection, and that use evidence from the literature to support conclusions; present points that compare and contrast literary works.

(4e) Deliver persuasive presentations that outline a proposal, that include specific evidence to support the proposal, and that make appeals to the audience; presentations may follow a problem-solution structure.

**Kindergarten Word Wall Words:**

a	so	like	him
he	and	up	all
no	is	do	look
at	the	me	her
in	am	we	there
see	it	go	some
an	to	my	was
I	can	on	said
of	with	you	his
that	for	they	but
had	out	as	be
have	then	little	down

\*Also included are color words and number words 1-10\*

**First Grade Word Wall Words:**

after	favorite	jump
all	for	
am	friend	kick
and	from	
animal	fun	like
are		little
at	get	look
	girl	
be	give	made
because	go	make
best	good	me
big		my
boy	had	
brother	has	new
but	have	nice
	he	night
can	her	no
can't	here	not
car	him	
children	his	of
come	house	off
	how	old
day		on
did	I	out
do	in	over
down	is	
	it	people
eat		play
		pretty

quit	very
rain	want
ride	was
	we
said	went
saw	what
school	when
see	where
she	who
sister	why
	will
some	with
	won't
talk	
teacher	you
tell	your
that	
the	zoo
them	
there	
they	
thing	
this	
to	
up	
us	

\*Also included are names of students\*

**Second Grade Word Wall Words:**

about	eating	line
after	every	little
again		
are	favorite	made
	first	mail
beautiful	float	make
because	found	many
before	friends	more
best		
black	girl	name
boy	green	new
brothers	gym	nice
bug		not
	have	
can't	here	off
car	house	one
caught	how	or
children	hurt	other
city		our
clock	I	outside
could	into	
crash	it's	people
crashes		phone
	joke	played
didn't	jump	pretty
don't	junk	
drink		quit
	kicked	
	knew	

rain	to
really	too
ride	trip
right	truck
	two
said	
sale	use
saw	
school	very
shook	
sister	wanted
skate	was
slow	went
small	were
snap	what
sometimes	when
sports	where
stop	who
	why
tell	will
than	with
thank	won
that's	won't
their	write
them	writing
then	
there	
they	
they're	
thing	
those	