

## Kindergarten

### Text Types and Purposes

- Narrative Writing:
  - Uses a combination of drawing, dictating, and writing to narrate a single event in order  
EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.  
Possible goal: When given a topic, idea or prompt, student will narrate a single event in order using a combination of drawing, dictating and writing improving narrative writing from narrating a single event in (X) out of 5 opportunities to narrating a single event in (X) out of 5 opportunities as measured by rubric, work samples or program data.
- Opinion Writing:
  - Uses a combination of drawing, dictating, and writing to compose opinion pieces stating the topic and their opinion  
EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.  
Possible goal: When given or self-selecting a topic, student will compose an opinion piece, stating the topic and their opinion, using a combination of drawing, dictating and writing improving opinion writing from composing an opinion piece in (X) out of 5 opportunities to composing an opinion piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.
- Information Writing:
  - Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts by stating the topic and supplying some information about stated topic  
EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.  
Possible goal: When given or self-selecting a topic, student will compose an informational text by stating the topic and at least (X) pieces of information, using a combination of drawing, dictating and writing improving informational writing from composing an informational piece in (X) out of 5 opportunities to composing an informational piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.



## Production and Distribution of Writing

- Pre-Write
  - Uses a small repertoire of strategies to generate ideas
  - Orally tells one event in sequence
- Draft
  - Produces 3 pages per day with one to three sentences per page by end of year
  - Can stay focused for 30-35 minutes by end of year
- Edit
  - Rereads own writing and attempts to identify and fix a few mistakes by the end of the year
- Revise
  - Adds details to strengthen writing as needed through stretching pictures
- Publish
  - Shares and celebrates writing with others

## Research to Build and Present Knowledge

- Participates in shared research and writing projects  
EE.W.K.7 With guidance and support, participate in shared research and writing objects.

Possible goal: When given a topic and a partner or group to work with, student will contribute at least (X) ideas and work cooperatively with others to research and write about the topic improving group writing skills from fully participating in a group writing project in (X) out of 5 opportunities to fully participating in a group writing project in (X) out of 5 opportunities as measured by rubric, self assessment, partner assessments and program data.

## First Grade

### Text Types and Purposes

- Narrative Writing:
  - Recounts and writes about one event in their own life including some details in pictures and words  
EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.  
Possible goal: When given a self selected topic of one event in their life, student will write about that event including at least (X) details using pictures and written words improving narrative writing skills from writing about an event in their life in (X) out of 5 opportunities to writing about an event in their life in (X) out of 5 opportunities as measured by rubric, work samples and program data.
  - Tells the story across multiple pages with one page for each part of the story
- Opinion Writing:
  - Writes an opinion piece stating the topic and giving an opinion, supplying reasons for the opinion using words  
EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.  
Possible goal: When given or self-selecting a topic, student will write an opinion piece, stating the topic and their opinion as well as at least one reason for the opinion, using a combination of pictures and written words improving opinion writing from writing an opinion piece in (X) out of 5 opportunities to writing an opinion piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.
- Informational Writing:
  - Teach readers about a topic by naming the top and putting different things they know about the topic on different pages, telling about the topic part by part  
EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.  
Possible goal: When given or self-selecting a topic, student will write to teach by stating the topic and telling at least (X) pieces of information, using a combination of pictures and written words improving informational writing from writing an informational piece in (X) out of 5 opportunities to



writing an informational piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.

### Production and Distribution of Writing

- Pre-Write
  - Uses wide repertoire of strategies to generate ideas with support
- Draft
  - Writes 4 to 5 pages per day by end of year
  - Writes three or more sentences per page
  - Stays focused for forty minutes by end of year
- Edit
  - Can reread own writing and identify and fix some capitalizations, end punctuation and spelling
- Revise
  - Adds details to strengthen writing as needed by adding on, taking away and stretching out the most important part
  - Responds to questions and suggestions from peers
- Publish
  - Collaborates with a partner
  - Shares and celebrates writing with others

### Research to Build and Present Knowledge

- Participates in shared research and writing projects by recalling or using provided information to answer a question

**EE.W.1.7 With guidance and support, participate in shared research and writing projects.**

Possible goal: When given a shared research and writing project, student will participate in all aspects of the project with at least one peer by doing their agreed upon tasks improving writing skills from fully participating in a shared project in (X) out of 5 opportunities to fully participating in a shared project in (X) out of 5 opportunities as measured by rubric, program data and self/peer assessments.

## Second Grade

### Text Types and Purposes

- Narrative Writing:
  - Recounts and writes about one well-elaborated event in own life bringing their character to life with details, talk, thoughts, actions and feelings  
**EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.**  
Possible goal: When given a self selected topic of one event in their life, student will compose a well-elaborated piece with details, talk, thoughts, actions and feelings improving narrative writing skills from composing a well-elaborated piece in (X) out of 5 opportunities to composing a well-elaborated piece in (X) out of 5 opportunities as measured by rubric, work samples and program data.
- Opinion Writing:
  - Writes an opinion piece stating the topic and setting the reader up to expect that the writer will try to convince them of their opinion.  
**EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.**  
Possible goal: When given or self-selecting a topic, student will write an opinion piece, stating the topic and their opinion as well as (X) reasons for their opinion, improving opinion writing from writing an opinion piece in (X) out of 5 opportunities to writing an opinion piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.
- Informational Writing:
  - Teaches readers some important points about a topic with a hook at the beginning and writes the information in parts
  - Includes different types of information such as facts, definitions, details, steps and tips  
**EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.**  
Possible goal: When given or self-selecting a topic, student will write to teach by using a hook at the beginning and telling at least (X) pieces of information (facts, definitions, details, steps, etc), improving informational



writing from writing an informational piece in (X) out of 5 opportunities to write an informational piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.

### Production and Distribution of Writing

- Pre-Write
  - Comes to writer's workshop with prepared ideas with knowledge about the genre of writing
  - The writer's notebook reflects the wide array of strategies used by the writer
- Draft
  - Produces a page or more of writing each day (could fill a standard notebook page)
  - Stays engaged in writing for 50 minutes daily by end of year
  - Writes at school and at home
- Edit
  - Uses available resources to check for correct spelling, end punctuation and language usage
  - Corrects comma usage in dialogue and capitalization of titles
  - Uses available resources to correct spelling
- Revise
  - Rewrites to make significant changes to a draft
- Publish
  - Collaborates with a partner
  - Shares and celebrates writing with others

### Research to Build and Present Knowledge

- Participates in shared research and writing projects recalling or gathering information from provided sources to answer a question

**EE.W.2.7 Participate in shared research and writing projects.**

Possible goal: When given a shared research and writing project that seeks to answer a question, student will participate in all aspects of the project with at least one peer by doing their agreed upon tasks including recalling, gathering and writing, improving writing skills from fully participating in a shared project in (X) out of 5 opportunities to fully participating in a shared project in (X) out of 5 opportunities as measured by rubric, program data and self/peer assessments.

## Third Grade

### Text Types and Purposes

- Narrative Writing:
  - Writes narratives recounting a well-elaborated event bringing their character to life with details, talk, thoughts, actions and feelings and introduces the setting at the beginning
  - EE.W.3.3 Write about events or personal experiences. a. Select an event or personal experience and write about it including the names of people involved.  
Possible goal: When given a self selected topic of one event in their life, student will compose a well-elaborated piece with details, talk, thoughts, actions and feelings, and includes introducing the setting at the beginning, improving narrative writing skills from composing a well-elaborated piece in (X) out of 5 opportunities to composing a well-elaborated piece in (X) out of 5 opportunities as measured by rubric, work samples and program data.
- Opinion Writing:
  - Writes an opinion piece by trying to hook the reader into caring about an opinion on a stated topic
  - EE.W.3.1 Write opinions about topics or text. a. Select a text and write an opinion about it. b. Write one reason to support an opinion about a text  
Possible goal: When given or self-selecting a topic, student will write an opinion piece with (X) reasons for their opinion and hook the reading into caring about the topic, improving opinion writing from writing an opinion piece in (X) out of 5 opportunities to writing an opinion piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.
- Informational Writing:
  - Writes a beginning that names the topic and gets the reader ready to learn about the topic including different types of information such as facts,



definitions, details, and observations and explains some of these in detail

- Writes an ending that draws a conclusion, ask questions, or suggests ways readers might respond
- **EE.W.3.2 Write to share information supported by details. a. Select a topic and write about it including one fact or detail**

Possible goal: When given or self-selecting a topic, student will name the topic at the beginning and tell at least (X) pieces of information (facts, definitions, details, steps, etc) and draw a conclusion at the end, improving informational writing from writing an informational piece in (X) out of 5 opportunities to writing an informational piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.

### Production and Distribution of Writing

- Pre-Write
  - Comes to writer's workshop with plans for pieces to write
  - The writer's notebook reflects the purpose and importance of writing choices
- Draft
  - Writes in a notebook producing a page or more each day
  - Writes at school and at home
  - Can fill-up a page in 10 minutes by the end of the year
  - Stays focused on writing for 60 minutes by end of year
- Edit
  - Checks for correct use of quotation marks in direct quotes and commas in compound sentences
  - Fixes fragmented and run-on sentences
  - Utilizes available resources and knowledge of spelling patterns to correctly spell grade-appropriate words
- Revise
  - Develops and strengthens writing as needed
  - Can take one piece through a series of drafts with large scale changes
  - **EE.W.3.5 With guidance and support from adults and peers, revise own writing.**

Possible goal: When given guidance and support, student will read and revise their own writing by adding, deleting or changing at least one piece of information or detail, improving revision skills from revising their own writing in (X) out of 5 opportunities to independently revising their own writing in (X) out of 5 opportunities as measured by rubric, program data, or self report.



- Publish
  - Uses keyboarding skills to produce and publish writing
  - Collaborates with others
  - Shares and celebrates writing with others
  - EE.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.  
Possible goal: When given guidance and support, student will use technology to produce a final draft of a writing piece, improving publishing skills from completing a final draft in (X) out of 5 opportunities to completing a final draft in (X) out of 5 opportunities as measured by rubric, teacher observation and data, program data, or work samples.

### Research to Build and Present Knowledge

- Conducts short research projects  
EE.W.3.7 Identify information about a topic for a research project.  
Possible goal: When given or self selecting a research project, student will determine (X) pieces of relevant information for the project improving research writing from correctly determining relevant information in (X) out of 5 opportunities to determining relevant information in (X) out of 5 opportunities as measured by program data.
- Takes brief notes on sources and sorts evidence into provided categories  
EE.W.3.8 Sort information on a topic or personal experience into two provided categories and write about each one.  
Possible goal: When given information on a topic, student will divide the information into two categories and use the information to write a complete paragraph on each topic improving writing skills from writing complete paragraphs in (X) out of 5 opportunities to writing complete paragraphs in (X) out of 5 opportunities as measured by rubric, program data or work samples.

## Fourth Grade

### Text Types and Purposes

- Narrative:
  - Recounts and writes about one well-elaborated event, real or imagined, introducing the character and setting of the story, using details to show what was happening and where; brings the character to life with details, talk, thoughts, actions and feelings
  - EE.W.4.3 Write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it. Possible goal: When given a self selected topic of one event in their life, student will compose a well-elaborated piece that introduces and brings the character to life and uses details to show what was happening and where, improving narrative writing skills from composing a well-elaborated piece in (X) out of 5 opportunities to composing a well-elaborated piece in (X) out of 5 opportunities as measured by rubric, work samples and program data.
- Opinion:
  - Writes an opinion piece stating a claim with a multi-sentence hook explaining a topic or a text and tries to support their reasons by explaining why the topic matters, telling a surprising fact or giving background information
  - EE.W.4.1 Write opinions about topics or text. a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion Possible goal: When given or self-selecting a topic, student will write an opinion piece stating a claim with a multi-sentence hook and support reasons by explaining why the topic matters, improving opinion writing from writing an opinion piece in (X) out of 5 opportunities to writing an

opinion piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.

- Informational:
  - Teaches readers about a subject using facts, details, quotes and ideas in each part of the writing
  - Groups information into sections and uses paragraphs and sometimes chapters to separate sections
  - EE.W.4.2 Write to share information supported by details. a. Select a topic and write about it including related visual, factual, or multimedia information as appropriate. b. List words, facts, or details related to the topic.
  - Possible goal: When given or self-selecting a topic, student write a multi-paragraph informational piece teaching about a subject using facts, details, quotes and ideas, improving informational writing from writing an informational piece in (X) out of 5 opportunities to writing an informational piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.

### Production and Distribution of Writing

- Pre-Write:
  - Generates ideas from other writing (springboards)
  - Writer's notebook is reflective and demonstrates the use of a wide repertoire of strategies
  - Thinks about mentor texts when generating ideas
- Draft:
  - Writes fast and furiously producing two pages per day in school
  - Can produce 10 or more pages per week
  - Writes at school and at home
  - Can remain engaged in writing for 60 minutes by end of year
- Edit:
  - Checks for incorrect verb tenses and correct use of punctuation within sentences including commas
  - Underlines, italicizes or uses quotation marks to indicate titles of works
  - Grade level words are spelled accurately using references as needed
- Revise:
  - "Yesterday's revisions become today's drafting work"
  - Bring all they know about revision to make their initial draft stronger
  - EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing.



Possible goal: When given a graphic organizer, student will follow the writing process (pre-write, draft, edit and revise), improving writing skills from following the writing process in (X) out of 5 opportunities to independently following the writing process in (X) out of 5 opportunities as measured by rubric, program data, or self report.

- Publish

- Uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
- Demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting
- EE.W.4.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

Possible goal: When given a writing project, student will use technology to produce and publish a final draft of a writing piece, improving publishing skills from producing and publishing a final draft in (X) out of 5 opportunities to producing and publishing a final draft in (X) out of 5 opportunities as measured by rubric, teacher observation and data, program data, or work samples.

### Research to Build and Present Knowledge

- Conducts short research projects

EE.W.4.7 Gather information about a topic from two or more sources for a research project.

Possible goal: When given or self-selecting a research project, student will gather (X) pieces of relevant information from two or more sources, improving research writing from gathering (X) pieces of relevant information in (X) out of 5 opportunities to gather (X) pieces of relevant information from two or more sources in (X) out of 5 opportunities as measured by program data.

- Takes notes and categorizes information, and provides a list of sources

EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories.

Possible goal: When given information on a topic, student will take notes and divide the information into two categories and use the information to write a complete paragraph on each topic improving writing skills from writing complete paragraphs in (X) out of 5 opportunities to writing complete paragraphs in (X) out of 5 opportunities as measured by rubric, program data or work samples.



- Draws evidence from literary or informational texts to support analysis, reflection, and research

**EE.W.4.9 Recall information from literary and informational text to support writing.**

Possible goal: When given informational texts, student will draw evidence from the text in order to analyze and reflect on the topic through writing improving writing skills from using evidence to analyze and reflect in (X) out of 5 opportunities to using evidence to analyze and reflect in (X) out of 5 opportunities as measured by rubric, program data, or work samples.

### Fifth Grade

#### Text Types and Purposes

- Narrative:
  - Recounts and writes about one well-developed event, real or imagined, introducing the character and setting of the story
  - Develops the characters, setting and plot using a blend of description, action, dialogue and thinking.
  - **EE.W.5.3 Write about events or personal experiences. a. Write about an experience or event including three or more events in sequence.**
  - Possible goal: When given a self selected topic of one event in their life, student will recount and write a well-elaborated piece that develops characters, setting and plot using description, action, dialogue and thinking improving narrative writing skills from composing a well-elaborated piece in (X) out of 5 opportunities to composing a well-elaborated piece in (X) out of 5 opportunities as measured by rubric, work samples and program data.
- Opinion Writing:
  - Writes a claim or thesis on a topic or text, supporting it with reasons, and providing a variety of evidence for each reason including an introduction and conclusion
  - Gets the reader to care about the opinion by stating a fact or question and why the opinion is important.
  - Uses precise words in the claim and let readers know of the reasons you will be developing in this opinion piece.
  - **EE.W.5.1 Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion.**



Possible goal: When given or self-selecting a topic, student will write a claim or thesis on a topic or text, supporting it with reasons and providing evidence for each reason, improving opinion writing from writing an opinion piece in (X) out of 5 opportunities to writing an opinion piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.

- Informational Writing:
  - Teaches readers about a subject using different kinds of information, sometimes including little essays, stories or how-to sections in the writing and writes a beginning that helps the readers get interested in the subject.
  - Organizes writing into a sequence of sections and may use headings and subheadings to separate sections.
  - Includes different kinds of facts and details such examples, details, dates and quotes. The writer uses trusted sources and gives credit when appropriate.
  - EE.W.5.2 Write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic

Possible goal: When given or self-selecting a topic, student will write a multi-paragraph informational piece teaching about a subject using facts, details, quotes and ideas, improving informational writing from writing an informational piece in (X) out of 5 opportunities to writing an informational piece in (X) out of 5 opportunities as measured by rubric, work samples or program data.

### Production and Distribution of Writing

- Pre-Write:
  - Comes ready with ideas and plans for pieces of writing
  - Draws on a wide repertoire of strategies effectively
  - Ideas are increasingly more complex
- Draft:
  - Can sit and type three pages in a single sitting
  - Remains engaged for 60 minutes
  - Demonstrates initiative in writing life
- Edit
  - Begins to consider tone and cadence in writing by end of year
  - Begins to vary sentence lengths to impact rhythm or meaning

- Revise

- Revises drafts and entries (ideas) in notebook
- Experiments with craft to make writing stronger (i.e. dialogue, lead, description, word choice, etc.)
- EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.  
Possible goal: When given a graphic organizer, student will follow the writing process (pre-write, draft, edit and revise), improving writing skills from following the writing process in (X) out of 5 opportunities to independently following the writing process in (X) out of 5 opportunities as measured by rubric, program data, or self report.

- Publish

- Uses technology to produce and publish writing as well as to interact and collaborate with others
- Demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- EE.W.5.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.  
Possible goal: When given a writing project, student will collaborate with at least one peer and use technology to produce and publish a final draft of a writing piece, improving publishing skills from producing and publishing a final draft in (X) out of 5 opportunities to producing and publishing a final draft in (X) out of 5 opportunities as measured by rubric, teacher observation and data, program data, or work samples.

### Research to Build and Present Knowledge

- Conducts short research projects  
EE.W.5.7 Conduct short research projects using two or more sources.  
Possible goal: When given or self-selecting a research project, student will gather (X) pieces of relevant information from two or more sources, improving research writing from gathering (X) pieces of relevant information in (X) out of 5 opportunities to gather (X) pieces of relevant information from two or more sources in (X) out of 5 opportunities as measured by program data.

## Access Points K-5 Essential Writing Standards



- Summarizes or paraphrases information in notes and finished work, and provides a list of sources

**EE.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.**

Possible goal: When given notes on a topic, student will summarize or paraphrase information, improving writing skills from correctly summarizing or paraphrasing information in (X) out of 5 opportunities to correctly summarizing or paraphrasing information in (X) out of 5 opportunities as measured by rubric, program data or work samples.

- Draws evidence from literary or informational texts to support analysis, reflection, and research

**EE.W.5.9 Use information from literary and informational text to support writing.**

Possible goal: When given informational texts, student will draw evidence from the text in order to analyze and reflect on the topic through writing improving writing skills from using evidence to analyze and reflect in (X) out of 5 opportunities to using evidence to analyze and reflect in (X) out of 5 opportunities as measured by rubric, program data, or work samples.