

Standards, Benchmarks and Grade Level Indicators

Loess Hills AEA 13 Writing Consensus

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Preschool	<p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> Experiments with a variety of writing materials and participates in a variety of writing experiences (e.g., on an easel, chalkboard, sidewalk, paper on floor). 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> Attempts to communicate with others using scribbles, shapes, pictures, and /or letters to write. 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> Experiments with a variety of writing materials and participates in a variety of writing experiences (e.g., on an easel, chalkboard, sidewalk, paper on floor). 	<p>4.3 Personal writing</p> <ul style="list-style-type: none"> Tells others about intended meaning of drawings and writing.
Kindergarten	<p>1.1 Develops concept and design (organization, ideas)</p> <ul style="list-style-type: none"> Chooses an idea from which to draw and write. <p>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</p> <ul style="list-style-type: none"> Uses emergent writing skills to write for a variety of purposes (lists, labeling, journal writing, informational, etc.). <p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> Writes from left to right and top to bottom on the page. Leaves space between words. Begins to explore capitalization and punctuation. Forms letters correctly – upper and lower case. Begins invented spelling. 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> Uses emergent writing skills to write for self, teacher, or other audience (i.e., picture books, friendly letters, invitations, personal experience narratives, stories, etc.). <p>2.2 Writes for different purposes</p> <ul style="list-style-type: none"> Uses emergent writing skills for a variety of purposes (i.e., to entertain, inform, learn, and communicate ideas). <p>2.3 Writes in a variety of forms</p> <ul style="list-style-type: none"> Uses emergent writing skills to write in a variety of forms (i.e., picture books, friendly letters, invitations, personal experience narratives, stories, etc.). 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> Generates ideas. <p>3.2 Draft</p> <ul style="list-style-type: none"> Draws pictures to represent ideas. <p>3.3 Revise</p> <ul style="list-style-type: none"> Explores the use of new words to make writing interesting. Adds details to support topic using developmentally appropriate writing skills. <p>3.4 Edit</p> <ul style="list-style-type: none"> Recognizes errors in writing and makes corrections. <p>3.5 Publish</p> <ul style="list-style-type: none"> Produces a written product to share with an audience. 	<p>4.1 Analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> Notices when simple sentences fail to make sense. <p>4.2 Uses writing to learn strategies</p> <ul style="list-style-type: none"> Makes an effort to reread their own writing and writing of others. Develops a connection between emergent reading skills (phonemic awareness, phonics, grammar, sight words) and developmentally applies it to their writing. <p>4.3 Personal writing</p> <ul style="list-style-type: none"> Independently writes using pictures and words to express feelings and or personal experiences.

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
First Grade	<p>1.1 Develops concept and design (organization, ideas)</p> <ul style="list-style-type: none"> Chooses an idea from which to write. Organizes written thoughts in a logical sequence. <p>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</p> <ul style="list-style-type: none"> Explores the use of new words to make writing more interesting. Writes a simple sentence that is a complete thought and is easy to read. <p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> Leaves spaces between words. Uses age appropriate capitalization. Uses age appropriate punctuation. Writes legibly. Uses invented spelling to write independently. Begins to use high frequency words to write independently. Begins to use phonics-based knowledge to write independently. 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> Writes for self, teacher, or others. <p>2.2 Writes for different purposes</p> <ul style="list-style-type: none"> Writes to entertain, inform, learn, and communicate ideas. (S) <p>2.3 Writes in a variety of forms</p> <ul style="list-style-type: none"> Produces a variety of compositions (picture books, letters, journals, stories, descriptions, poems, responses to literature). 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> Generates topics and content for writing (oral, story mapping, graphic organizers). (V) <p>3.2 Draft</p> <ul style="list-style-type: none"> Draws pictures to represent ideas. (V) Writes short simple sentences with single thoughts transitioning into sentences with more detail. <p>3.3 Revise</p> <ul style="list-style-type: none"> Rereads and rearranges words and sentences to clarify meaning. (L) Evaluates own and others writing by asking questions and making comments about writing and helping classmates apply mechanical and grammatical conventions. <p>3.4 Edit</p> <ul style="list-style-type: none"> Reorganizes and corrects errors in grammar, punctuation, capitalization, and spelling at a developmentally appropriate level. <p>3.5 Publish</p> <ul style="list-style-type: none"> Produces a product to share with others in a variety of ways. (S, C) 	<p>4.1 Analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> Recognizes and makes changes when simple sentences fail to make sense in their own and others' writing. <p>4.2 Uses writing to learn strategies</p> <ul style="list-style-type: none"> Rereads their own writing and the writing of others. Develops a connection between reading skills (i.e., phonics, grammar, sight words, reading) and developmentally applies it to their writing. <p>4.3 Personal writing</p> <ul style="list-style-type: none"> Expresses thoughts, feelings, and experiences using pictures and sentences. (MCGF, NV)

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Second Grade	<p>1.1 Develops concept and design (organization, ideas)</p> <ul style="list-style-type: none"> • Uses a variety of prewriting strategies. • Organizes thoughts in a logical sequence. <p>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</p> <ul style="list-style-type: none"> • Communicates ideas or facts. • Begins to share feelings and emotions about the topic. <p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> • Uses age appropriate spelling. <ul style="list-style-type: none"> ▶ Spells correctly previously studied words and spelling patterns. ▶ Represents each sound in a word when spelling independently. • Uses age appropriate grammar (subject-verb agreement and verb tenses). • Uses capital letters accurately (beginning of a sentence). • Uses correct punctuation. 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> • Writes for self, teacher, or others. <p>2.2 Writes for different purposes</p> <ul style="list-style-type: none"> • Writes to entertain, inform, learn, and communicate ideas. (MCGF) <p>2.3 Writes in a variety of forms</p> <ul style="list-style-type: none"> • Writes stories, poems, letters, summaries, research reports, and other literary forms. (MCGF) 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> • Generates own topics using multiple resources including, but not limited to, brainstorming, graphic organizers. (V) • Generates ideas. • Uses resources and technology for research. (G) <p>3.2 Draft</p> <ul style="list-style-type: none"> • Writes using own vocabulary, spelling, and drawings. (V) • Forms complete sentences and thoughts. <p>3.3 Revise</p> <ul style="list-style-type: none"> • Collects input from others (teacher/student, student/student). (S, L) • Refines sentences (i.e., adds descriptive vocabulary, deletes extra information, rearranges words and sentences for clarity). <p>3.4 Edit</p> <ul style="list-style-type: none"> • Collects input from others (teacher/student, student/student). • Corrects errors in grammar, spelling, punctuation, and capitalization. <p>3.5 Publish</p> <ul style="list-style-type: none"> • Produces a final product (using appropriate technology when needed). (G, C) • Shares completed work. (S, L) 	<p>4.1 Analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> • Clarifies and refines own writing and that of others. <p>4.2 Uses writing to learn strategies</p> <ul style="list-style-type: none"> • Uses writing to make connections between self and world. (G) • Uses writing to express emerging thoughts and understanding. <p>4.3 Personal writing</p> <ul style="list-style-type: none"> • Writes to express thoughts, feelings, and experiences.

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Third Grade	<p>1.1 Develops concept and design (organization, ideas)</p> <ul style="list-style-type: none"> • Uses a variety of prewriting strategies. • Organizes thoughts in a logical sequence. <p>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</p> <ul style="list-style-type: none"> • Shares feelings and emotions about the topic with an awareness of the reader. • Chooses words and phrases appropriate for purpose and audience. <p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> • Uses age appropriate spelling and grammar, punctuation, and capitalization. • Uses age appropriate spelling (spells correctly previously studied words and spelling patterns). • Uses age appropriate grammar (uses correct noun/pronoun, verb tenses, and subject/verb agreement). • Capitalizes proper nouns and beginnings of sentences. • Uses correct punctuation. 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> • Writes for self, teacher, or others. <p>2.2 Writes for different purposes</p> <ul style="list-style-type: none"> • Writes to entertain, inform, learn, and communicate ideas. (MCGF) <p>2.3 Writes in a variety of forms</p> <ul style="list-style-type: none"> • Writes stories, poems, letters, summaries, research reports, and other literary forms. (MCGF) 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> • Generates own topics using multiple resources including, but not limited to, brainstorming, graphic organizers). (V) • Generates ideas. • Uses resources and technology for research. <p>3.2 Draft</p> <ul style="list-style-type: none"> • Writes using own vocabulary, spelling, and drawings. (V) • Elaborates on central idea. • Writes paragraphs with main idea sentence and supporting details. <p>3.3 Revise</p> <ul style="list-style-type: none"> • Collects input from others (teacher/student, student/student). • Refines sentences (i.e., adds descriptive and connecting words, vocabulary, deletes extra information, rearranges words and sentences for clarity). • Rearranges words, sentences, and paragraphs for clarity. <p>3.4 Edit</p> <ul style="list-style-type: none"> • Collects input from others (teacher/student, student/student). • Corrects errors in grammar, spelling, punctuation, and capitalization. <p>3.5 Publish</p> <ul style="list-style-type: none"> • Produces a final product (using appropriate technology when needed). (G, C) • Shares completed work. (S, L) 	<p>4.1 Analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> • Clarifies and refines own writing and that of others. • Presents and discusses own writing with other students and responds constructively to other students' compositions. <p>4.2 Uses writing to learn strategies</p> <ul style="list-style-type: none"> • Uses writing to make connections between self and world. (G) • Raises questions/finds answers. <p>4.3 Personal writing</p> <ul style="list-style-type: none"> • Writes to express thoughts, feelings, and experiences.

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Fourth Grade	<p>1.1 Develops concept and design (organization, ideas)</p> <ul style="list-style-type: none"> Chooses own topic. Writes a paragraph with a topic sentence and supporting details. Organizes a composition with an introduction, body, and conclusion. <p>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</p> <ul style="list-style-type: none"> Shows awareness of audience and purpose. Chooses words and phrases appropriate for purpose and audience to convey the writer's message. Writes in an expressive and individualized style with the awareness of the purpose and audience. <p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> Writes complete sentences in simple form. Uses correct subject-verb agreement. Uses capital letters and punctuation accurately in final draft. Spells developmentally appropriate words correctly in final draft. Identifies and uses essential parts of speech (i.e., nouns, verbs, adjectives, adverbs, and pronouns). 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> Writes for self, teacher, or other audiences (i.e., pen pal letters, letters to self-parents-grandparents, writing from another perspective (life as a pencil), and editors). (G) <p>2.2 Writes for different purposes</p> <ul style="list-style-type: none"> Writes for a variety of different purposes (i.e., to entertain, to inform, to describe, to learn, to compare/contrast, and to persuade). <p>2.3 Writes in a variety of forms</p> <ul style="list-style-type: none"> Writes in a variety of forms and genres (i.e., narratives, letters, journals, poems, essays, reports, stories, etc.). (G, C) 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> Generates ideas using brainstorming. (L) Organizes and plans writing (story mapping, K-W-L, other graphic organizers, etc.). Uses available tools, technology, library, and community resources. (V) <p>3.2 Draft</p> <ul style="list-style-type: none"> Elaborates on central ideas. Uses an organizational scheme. Uses sentence variation. Uses own vocabulary and spelling. Forms complete sentences and thoughts. Uses an introduction and a conclusion. Uses sensory words. <p>3.3 Revise</p> <ul style="list-style-type: none"> Identifies organization, word choice, and sentence fluency. Adds appropriate language and/or graphics to enhance text and style. Collects and incorporates input from others. <p>3.4 Edit</p> <ul style="list-style-type: none"> Identifies beginning, middle, and end for paragraph structure. Uses a variety of strategies to edit written work (i.e., grammar, punctuation, capitalization, sentence structure, and spelling). Uses a variety of resources to edit written work (i.e., word processor, thesaurus, dictionary, peer/teacher conferencing). (S, L, NV, MCGF) 	<p>4.1 Analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> Analyzes effectiveness of own writing and sets goals for improvement. Identifies what constitutes plagiarism (paraphrasing). Uses established criteria to reflect on and improve writing. Analyzes the works of effective writers to improve their own writing. <p>4.2 Uses writing to learn strategies</p> <ul style="list-style-type: none"> Discovers connections and responds to topics (journaling). Documents learned information and new questions using graphic organizers (K-W-L, Venn diagram, etc.). <p>4.3 Personal writing</p> <ul style="list-style-type: none"> Writes for personal enjoyment (i.e., journals, diaries, short stories, poetry, contests, and letters).

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Fourth Grade (CONTINUED)			3.5 Publish <ul style="list-style-type: none"> • Uses page format (i.e., paragraphs, margins, indentations). • Selects format according to purpose. • Incorporates photos, illustrations, charts, and graphs. (V) • Uses available technology to publish work. (G) • Shares completed work with selected audience. (S) • Produces a legible final product. 	

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Fifth Grade	<p>1.1 Develops concept and design (organization, ideas)</p> <ul style="list-style-type: none"> Choose own topic. Write paragraphs with a topic sentence and supporting details in logical order. Organizes a composition with a clear introduction, body, and conclusion. Use transitions to connect ideas within paragraphs. <p>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</p> <ul style="list-style-type: none"> Shows awareness of audience and purpose. Chooses words and phrases appropriate for purpose and audience to convey the writer's message. Writes in an expressive and individualized style with the awareness of the purpose and audience. <p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> Writes complete sentences in a variety of forms (i.e., simple, compound, complex). Identifies and uses the essential parts of speech (i.e., noun, pronoun, verb, adverb, adjective, interjection, conjunction, and preposition). Uses capital letters and punctuation accurately in final draft. Spells developmentally appropriate words correctly in final draft. 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> Writes for self, teacher, or other audiences (i.e., pen pal letters, letters to self-parents-grandparents, writing from another perspective (life as a pencil), and editors. (G) <p>2.2 Writes for different purposes</p> <ul style="list-style-type: none"> Writes for a variety of different purposes (i.e., to entertain, to inform, to describe, to learn, to persuade, to record, and to compare/contrast). (C) <p>2.3 Writes in a variety of forms</p> <ul style="list-style-type: none"> Write in a variety of forms and genres (i.e., narratives, letters, journals, poems, essays, reports, stories, electronic presentations). (G, C, V) 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> Generates ideas (i.e., brainstorming, listing, small group collaboration, etc.). (L) Organize and plan writing (story mapping, Venn diagrams, webbing, etc.). Uses available tools, technology, library, and community resources. (G, C, V) <p>3.2 Draft</p> <ul style="list-style-type: none"> Uses paragraphs to develop separate ideas. Elaborates on a topic and supporting ideas. Writes with attention to audience. Uses an organizational scheme. Uses sentence variation. Uses own vocabulary and spelling. Forms complete sentences and thoughts. Uses an introduction and a conclusion. Uses sensory words. <p>3.3 Revise</p> <ul style="list-style-type: none"> Examines organization, word choice, and sentence fluency. Collects and incorporates input from others. <p>3.4 Edit</p> <ul style="list-style-type: none"> Uses a variety of strategies to edit written work (i.e., grammar, punctuation, capitalization, sentence structure, and spelling). Uses a variety of resources to edit written work (i.e., word processor, thesaurus, dictionary, peer/teacher conferencing). (L, S, NV, MCGF) 	<p>4.1 Analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> Analyzes effectiveness of own writing and set goals for improvement. Identifies what constitutes plagiarism (paraphrasing). Analyzes the works of effective writers to improve their own writing. <p>4.2 Uses writing to learn strategies</p> <ul style="list-style-type: none"> Discovers connections and responds to topics (journaling). Documents learned information and new questions using graphic organizers (K-W-L, Venn diagram, etc.). <p>4.3 Personal writing</p> <ul style="list-style-type: none"> Writes for personal enjoyment (i.e., journals diaries, short stories, poetry, contests, and letters).

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Fifth Grade (CONTINUED)			3.5 Publish <ul style="list-style-type: none"> • Uses page format (i.e., paragraphs, margins, indentations). • Selects format according to purpose. • Incorporates photos, illustrations, charts, and graphs. (V) • Uses available technology to publish work. (G) • Shares completed work with selected audience. • Produce a legible final product. 	

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Sixth Grade	<p>1.1 Develops concept and design (organization, ideas)</p> <ul style="list-style-type: none"> Chooses and develops a main idea. Arranges information within each paragraph in logical order. Organizes a composition with a clear introduction, a body, and conclusion. Constructs sequenced paragraphs using effective transitions. <p>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</p> <ul style="list-style-type: none"> Shows awareness of audience and purpose. Chooses words and phrases appropriate for purpose and audience to convey the writer's message and point of view. Writes in an expressive and individualized style with the awareness of the purpose and audience. <p>1.3 Applies writing conventions (conventions)</p> <ul style="list-style-type: none"> Writes complete sentences in a variety of forms (simple, compound, complex). Identifies and uses the essential parts of speech (i.e., noun, pronoun, verb, adverb, adjective, interjection, conjunction, and preposition) in sentence structure. 	<p>2.1 Writes for different audiences</p> <ul style="list-style-type: none"> Write for self, teacher, other, or personally known or unknown audiences (i.e., pen pal letters, letters to self-parents-grandparents, writing from another perspective (life as a pencil), and editors). (G) <p>2.2 Writes for different purposes</p> <ul style="list-style-type: none"> Writes for a variety of different purposes (i.e., to entertain, to inform, to describe, to learn, to persuade, to record, to evaluate, to compare/contrast, and to question). (C) <p>2.3 Writes in a variety of forms</p> <ul style="list-style-type: none"> Write in a variety of forms and genres (i.e., narratives, letters, journals, poems, essays, reports, stories, electronic presentations, and speeches). (G, C, V, S) 	<p>3.1 Prewrite</p> <ul style="list-style-type: none"> Generates ideas using brainstorming, listing, small group collaboration, etc. (L) Organize and plan writing using story mapping, Venn diagrams, webbing, outlining, etc. Uses available tools, technology, library, and community resources. (V) <p>3.2 Uses a variety of strategies to draft written work</p> <ul style="list-style-type: none"> Produces multiple drafts. Uses figurative language. Writes with attention to audience. Uses an organizational scheme. Uses sentence variation. Uses own vocabulary and spelling. Forms complete sentences and thoughts. Uses an introduction and a conclusion. <p>3.3 Revise</p> <ul style="list-style-type: none"> Enhance text and style by adding and deleting word choice, organization, and sentence fluency. Rereads, reflects, and makes revisions to clarify or elaborate ideas. Collects and incorporates input from others. <p>3.4 Edit</p> <ul style="list-style-type: none"> Uses a variety of strategies to edit written work (i.e., grammar, punctuation, capitalization, sentence structure, and spelling). 	<p>4.1 Analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> Analyzes effectiveness of own writing and set goals for improvement. Analyzes and understand implication of plagiarism (paraphrasing). Analyzes the works of effective writers to improve their own writing. <p>4.2 Uses writing to learn strategies</p> <ul style="list-style-type: none"> Discovers connections and responds to topics (journaling). Documents learned information and new questions using graphic organizers (i.e., K-W-L, Venn diagram, etc.). <p>4.3 Personal writing</p> <ul style="list-style-type: none"> Writes for personal enjoyment (i.e., journals, diaries, short stories, poetry contests, and letters).

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
Sixth Grade (CONTINUED)	<ul style="list-style-type: none"> • Uses capital letters and punctuation accurately in final draft. • Spells words correctly in final draft. 		<ul style="list-style-type: none"> • Uses a variety of resources to edit written work (i.e., word processor, thesaurus, dictionary, and peer/teacher conferencing). (S, L, NV, MCGF) • Independent editing. <p>3.5 Publish</p> <ul style="list-style-type: none"> • Uses strategies to publish written work. • Uses page format (i.e., paragraphs, margins, indentations). • Selects format according to purpose. • Incorporates photos, illustrations, charts, and graphs. (V) • Uses available technology to publish work. (G) • Shares completed work with selected audience. • Produces a legible final product. 	