

Habits of Writing: K–12 W-10; W-11	K–2	3–5	6–8	9–12
Goals	Develops the habit of writing frequently for a variety of purposes.	Demonstrates the habit of writing extensively for a variety of purposes and audiences.	Writes purposefully on a daily basis for varied audiences.	Writes purposefully on a daily basis with increasing complexity for varied audiences.
Benchmarks	<ul style="list-style-type: none"> • Uses prewriting to establish purpose and organize ideas. • Writes with focus on a familiar topic for an audience. • Revises writing with support by adding, deleting, and changing word order. • Edits writing for sentence structure, capitalization, and punctuation with support. • Engages in conference with teacher and fellow students to share written work. • Writes daily. 	<ul style="list-style-type: none"> • Uses prewriting skills to establish purpose, to generate and organize ideas for writing. • Produces a written draft that develops a topic and shows awareness of an audience. • Revises writing to modify content and to consider voice, organization, and coherence. • Edits writing by identifying and correcting errors in spelling, punctuation, and capitalization, as developmentally appropriate. • Engages in conference with teacher and fellow students to select writing to publish or share final draft with intended audience. • Writes daily in school and out of school in a variety of genres. 	<ul style="list-style-type: none"> • Uses components of the writing process as appropriate to task (See K–2, 3–5). • Writes frequently: in school, out of school, and across the curricula/content area. 	<ul style="list-style-type: none"> • Uses components of the writing process as appropriate to task (See K–2, 3–5). • Writes frequently: in school, out of school, and across the curricula/content area.

Structures of Language: K–12 W-1	K–2	3–5	6–8	9–12
Goals	Demonstrates knowledge of the structures of sentences, paragraphs, and texts.	Demonstrates command of the structures of sentences, paragraphs, and texts.	Demonstrates command of the structures of sentences and paragraphs and applies understanding of various text structures with support.	Demonstrates command of the structures of sentences and paragraphs and applies understanding of various text structures with support or independently.
Benchmarks	<ul style="list-style-type: none"> • Writes short sentences independently. • Recognizes and explains the differences between letters, words, sentences, and paragraphs. 	<ul style="list-style-type: none"> • Writes complete sentences that vary in length and structure to enhance meaning. • Uses paragraph form. • Organizes information appropriate to topic within a paragraph. 	<ul style="list-style-type: none"> • Writes complete sentences that vary in length and structure to enhance meaning. • Constructs effective paragraphs and texts. • Uses appropriate text structure for situation and purpose. 	<ul style="list-style-type: none"> • Writes complete sentences that vary in length and structure to enhance meaning. • Constructs effective paragraphs and texts. • Uses appropriate text structure for situation and purpose.

Reading- Writing Connection: K-12 W-2;W-3	K–2	3–5	6–8	9–12
Goals	Writes with support to demonstrate understanding and makes judgments in response to literary and informational texts.	Writes to demonstrate understanding by formulating and supporting analytical judgments in response to literary and informational texts with support as needed.	Writes responses to literary or informational texts, demonstrating an understanding of ideas and concepts and making and supporting judgments about the text with guidance.	Writes responses to literary or informational texts, demonstrating an understanding of ideas and concepts and making and supporting judgments about the text with guidance and independently.
Benchmarks	<ul style="list-style-type: none"> • Writes a variety of responses to demonstrate comprehension. • Supports responses by using evidence from the text. • Organizes ideas. 	<ul style="list-style-type: none"> • Writes a variety of responses to demonstrate comprehension. • Supports responses by citing evidence from the text. • Uses a variety of organizational writing structures appropriate to the topic. 	<ul style="list-style-type: none"> • Demonstrates an understanding of author’s purpose, text structure, and choice of text features (including visual components) when appropriate to the task. • Demonstrates a connection between an understanding of self and the world and the meaning of the text to the task, when appropriate. • Cites supporting evidence. 	<ul style="list-style-type: none"> • Demonstrates an understanding and analysis of the author’s purpose, text structure, and choice of text features (including visual components) when appropriate to the task. • Demonstrates a connection between an understanding of self and the world and the explicit and underlying meaning of the text—including symbols and archetypes—to the task, when appropriate. • Cites supporting evidence.

Expressive Writing: K-12 W-4; W-5; W-12; W-13; W-14	K–2	3–5	6–8	9–12
Goals	Uses specific strategies to develop and organize a written narrative with support.	Uses specific strategies to develop and organize a written narrative with support, as needed.	Writes to explore personal meaning in situations, ideas, and texts.	Writes to explore personal meaning in both concrete and abstract situations, ideas, and texts.
Benchmarks	<ul style="list-style-type: none"> • Creates a story with a clear beginning, middle, and end. • Writes from observations and experiences using descriptive language and details. 	<ul style="list-style-type: none"> • Writes a well-developed story. • Uses relevant and descriptive details and dialogue to advance the story. • Uses various narrative strategies and elements to produce text. 	<ul style="list-style-type: none"> • Establishes content, which is effective in expression and may employ sophisticated literary devices. • Uses various narrative strategies and elements to produce text. 	<ul style="list-style-type: none"> • Establishes context, which is effective in expression and employs sophisticated literary devices. • Uses various narrative strategies and elements to produce text. • Writes a story that leads to a new perspective or insight. • Writes in a variety of poetic forms with an awareness of purpose.

Informational Writing: K-12 W-6; W-7; W-8	K–2	3–5	6–8	9–12
Goals	Identifies and organizes ideas using a grade-appropriate structure with support.	Develops and organizes ideas using a grade-appropriate structure with support.	Writes with support and independently, to convey sufficient information for varied situations, audiences, and purposes.	Writes with support and independently, to convey sufficient information for varied situations, audiences, and purposes.
Benchmarks	<ul style="list-style-type: none"> • Constructs a basic introduction. • Applies a format and text structure appropriate to the purpose of the writing. • Develops a basic conclusion statement. • Formulates a question and gathers, records, and paraphrases information from sources. 	<ul style="list-style-type: none"> • Constructs an introduction to set context, creates a focus or controlling idea, and is appropriate to text structure. • Develops a conclusion. • Excludes extraneous details. • Applies a format and text structure appropriate to the purpose of the writing. • Formulates focus questions to guide research and gathers, records, paraphrases, and summarizes information from multiple sources. 	<ul style="list-style-type: none"> • Prioritizes and incorporates ideas using an appropriate organizational structure (e.g., procedures, persuasion, reports). • Selects and incorporates a range of elaboration strategies. • Selects, evaluates, and cites source materials found in print, non-print, and field sources. 	<ul style="list-style-type: none"> • Prioritizes, incorporates, interprets, and reconstructs ideas using an appropriate organizational structure (e.g., procedures, persuasion, reports). • Selects and incorporates a range of elaboration strategies. • Selects, evaluates, and cites source materials found in print, non-print, and field sources.

Writing Conventions: K–12 W-9	K–2	3–5	6–8	9–12
Goals	Develops a command of appropriate English conventions in independent writing with support.	Demonstrates a command of appropriate English conventions in independent writing with support as needed.	Demonstrates a command of standard rules of English across the curriculum with support and independently.	Demonstrates a command of standard rules of English across the curriculum with support and independently.
Benchmarks	<ul style="list-style-type: none"> • Uses capital letters for the beginning of sentences and names. • Uses correct end punctuation in sentences. • Spells grade-appropriate and pattern words correctly. • Spells unknown words phonetically. 	<ul style="list-style-type: none"> • Identifies and corrects grammatical errors as appropriate to the writing task. • Applies capitalization rules. • Uses punctuation to clarify meaning. • Spells grade-appropriate words correctly. 	<ul style="list-style-type: none"> • Recognizes and uses the standard rules of English as appropriate in formal and informal writing. 	<ul style="list-style-type: none"> • Recognizes and uses the standard rules of English as appropriate in formal and informal writing.

Oral Communication Strategies: K–12 OC-1; OC-2	K–2	3–5	6–8	9–12
Goals	Develops interactive listening and speaking skills.	Demonstrates interactive listening and speaking skills.	Demonstrates appropriate interactive listening and speaking skills for various audiences.	Demonstrates appropriate interactive listening and speaking skills for various audiences.
Benchmarks	<ul style="list-style-type: none"> • Uses specific language to describe objects, events, ideas, or feelings. • Initiates and sustains conversations using complete sentences. • Listens and responds to stories, poems, directions, and explanations. • Articulates clearly. • Asks questions for clarification and/or support. 	<ul style="list-style-type: none"> • Initiates new topics in addition to responding to topics. • Asks relevant questions for clarification or support. • Responds to questions with specific details. • Confirms understanding by restating information. • Uses conversational tone, takes turns, waits for speaker to finish, stays on topic, and builds on others' ideas in peer groups. • Offers opinions with supporting evidence. 	<ul style="list-style-type: none"> • Responds respectfully to ideas and opinions of others. • Responds to verbal and nonverbal cues. • Uses technology appropriate to task. • Uses various appropriate and effective communication strategies (e.g., tone, language, gestures). 	<ul style="list-style-type: none"> • Responds respectfully to ideas and opinions of others. • Responds to verbal and nonverbal cues. • Uses technology appropriate to task. • Uses various appropriate and effective communication strategies (e.g., tone, language, gestures).