

Structures of Language					
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)					
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-1.1: Expresses an idea using pictures and letters (Local)	I will show my ideas using pictures and letters.	W-1-1.1: Writing <u>recognizable short sentences</u> (Local)	I will <u>write sentences</u> .	W-2-1.1: Writing <u>short sentences</u> (Local)	I will write <u>complete sentences</u> .
W-K-1.2: Not assessed at this grade level		W-1-1.2: Not assessed at this grade level		W-2-1.2: Not assessed at this grade level	
W-K-1.3: Not assessed at this grade level		W-1-1.3: Not assessed at this grade level		W-2-1.3: Not assessed at this grade level	
W-K-1.4: Not assessed at this grade level		W-1-1.4: Not assessed at this grade level		W-2-1.4: Not assessed at this grade level	
W-K-1.5: Not assessed at this grade level		W-1-1.5: Distinguishing between letters, words, and sentences (Local)	I know the difference between letters, words, and sentences.	W-2-1.5: Distinguishing between letters, words, sentences, <u>and paragraphs</u> (Local)	I know the difference between letters, words, sentences <u>and paragraphs</u> .
W-K-1.6: Not assessed at this grade level		W-1-1.6: Applying directionality as appropriate to text (e.g., left to right, top to bottom) (Local)	I know where to begin my writing. I know to go left to right across the page. I know to go from top to bottom.	W-2-1.6: Applying directionality as appropriate to text (e.g., left to right, top to bottom, front and back)	I know where to begin my writing. I know to go left to right across the page. I know to go from top to bottom and front to back.

Reading Connection					
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)					
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-2.1: Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)	I will use pictures and words to show what I know about a story.	W-1-2.1: Representing understanding of text through pictures, “ <u>words,</u> ” “ <u>sentences,</u> ” or <u>some combination</u> (Local)	I will use pictures, <u>words and sentences</u> to show what I know about a story.	W-2-2.1: <u>Selecting information to set context/background</u> (Local) EXAMPLE: When setting context include author and title	To help the reader better understand, I will <u>choose</u> the most important parts to set <u>background information (context)</u> . For example: <ul style="list-style-type: none"> • Author • title
W-K-2.2: Not assessed at this grade level		W-1-2.2: Not assessed at this grade level		W-2-2.2 Not assessed at this grade level	
W-K-2.3: Not assessed at this grade level		W-1-2.3: Not assessed at this grade level		W-2-2.3: Not assessed at this grade level	

Reading Connection					
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)					
W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-3.1: Using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)	I will draw a picture or write words to answer a question.	W-1-3.1: Using prior knowledge or references to text to respond to a question (<u>evidence may take the form of pictures, words, sentences, or some combination</u>) (Local)	I will <u>draw a picture and/or write</u> to answer a question.	W-2-3.1: <u>Stating a focus (purpose), when responding to a given question</u> (Local)	I will <u>state a purpose (focus) when answering a question.</u>
W-K-3.2: Not assessed at this grade level		W-1-3.2: Not assessed at this grade level		W-2-3.2: Not assessed at this grade level	
W-K-3.3: Not assessed at this grade level		W-1-3.3: Not assessed at this grade level		W2-3.3: Using details or references to text to support a given focus (Note: support may include prior knowledge) (Local)	I will use details from something I have read or know to support my ideas in writing.
W-K-3.4: Not assessed at this grade level		W-1-3.4: Organizing ideas by using a beginning and an ending given a structure (Local)	I will organize ideas using a beginning and an ending.	W-2-3.4: Organizing ideas by using a beginning, middle, and concluding <u>statement/sentence</u> given a structure (Local) EXAMPLES: template, frame, graphic organizer	I will organize ideas using a beginning, <u>middle and ending (concluding) statement/sentence.</u>

Expressive Writing					
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)					
W-K-4: Students organize and relate a story line/plot/series of events by...					
W-1-4: In <u>written</u> narratives, students organize and relate a story line/plot/series of events by...					
W-2-4: In <u>written</u> narratives, students organize and relate a story line/plot/series of events by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-4.1: Using pictures to create an understandable story line, when given a structure (pictures may include labels) (Local) EXAMPLES: Draw a picture that tells a story about your family. Given a picture, a student is asked to tell a story about what’s happening in the picture.	I will draw a picture to tell a story.	W-1-4.1: <u>Creating an understandable story line, when given a structure (may take form of words or pictures or some combination)</u> (Local)	I will <u>use words or pictures</u> to tell a story.	W-2-4.1: Creating a <u>clear understandable story line, with a beginning, middle, and end</u> , when given a structure (Local)	My stories will be <u>understandable (clear) with a beginning, middle and end.</u>
W-K-4.2: Not assessed at this grade level		W-1-4.2: Not assessed at this grade level		W-2-4.2: Not assessed at this grade level	
W-K-4.3: Not assessed at this grade level		W-1-4.3: Not assessed at this grade level		W-2-4.3: Not assessed at this grade level	

Expressive Writing					
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)					
W-5: Students demonstrate use of narrative strategies by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-5.1: Not assessed at this grade level		W-1-5.1: Not assessed at this grade level		W-2-5.1: Not assessed at this grade level	
W-K-5.2: Not assessed at this grade level		W-1-5.2: Not assessed at this grade level		W-2-5.2: Not assessed at this grade level	
W-K-5.3: Using pictures to create character(s) (Local)	I will draw pictures of characters.	W-1-5.3: <u>Creating character(s) (may take form of words or pictures or some combination)</u> (Local)	I will <u>draw and write about characters I create.</u>	W-2-5.3: Creating character(s) <u>through description</u> (Local)	I will <u>describe</u> characters I create.
W-K-5.4: Not assessed at this grade level		W-1-5.4: Not assessed at this grade level		W-2-5.4: Not assessed at this grade level	
W-K-5.5: Expressing ideas and recognizing that experiences and stories can be written about (Local)	I will draw and tell about things I have seen and done.	W-1-5.5: <u>Writing about observations and experiences</u> (Local)	I will <u>write about things I have seen and done.</u>	W-2-5.5: Writing about observations and experiences (Local)	I will write about things I have seen and done.
W-K-5.6: Not assessed at this grade level		W-1-5.6: Extending ideas (Local)	I will add details.	W-2-5.6: Extending and <u>elaborating ideas</u> (Local)	I will add details to my <u>ideas (elaborate).</u>

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)					
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-6.1: Naming or labeling objects or pictures (Local)	I will name or label things or pictures.	W-1-6.1: <u>Sorting and classifying facts</u> (Local)	I will <u>sort and group (classify) facts.</u>	W-2-6.1: <u>Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support</u> (Local)	<u>With my teacher’s help, I will use graphic organizers to sort facts.</u>
W-K-6.2: Representing facts through pictures (Local)	I will draw pictures to show what I know (facts).	W-1-6.2: Representing facts through pictures, <u>“words,” “sentences,” or some combination</u> (Local)	I will use <u>words, sentences</u> and pictures to show what I know (facts).	W-2-6.2: <u>Selecting facts to set context/background</u> (Local)	I will <u>choose (select) facts to write about the topic.</u>
W-K-6.3: Not assessed at this grade level		W-1-6.3: Listing steps of a procedure in a logical order, with instructional support (Local)	With my teacher’s help, I will write the step-by-step order of how to do something.	W-2-6.3: Listing steps of a procedure in a logical order (Local)	I will write the step-by-step order of how to do something.
W-K-6.4: Not assessed at this grade level		W-1-6.4: Not assessed at this grade level		W-2-6.4: Not assessed at this grade level	
W-K-6.5: Not assessed at this grade level		W-1-6.5: Not assessed at this grade level		W-2-6.5: Providing a list of resources (e.g. materials to be used in a task) (Local)	I will list materials I use in a task.

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)					
W-7: In informational writing (reports or procedures only), students effectively convey purpose by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-7.1: Not assessed at this grade level		W-1-7.1: Using pictures to create meaning (Local)	I will use pictures to tell a story.	W-2-7.1: <u>Establishing a topic</u> (Local)	I will <u>what the story is about</u> (topic).
W-K-7.2: Not assessed at this grade level		W-1-7.2: Not assessed at this grade level		W-2-7.2: Stating a given focus/controlling idea on a topic (purpose) (Local)	I will state the main (focus/controlling) idea on a topic.

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)					
W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-8.1: Using pictures to illustrate details/information related to topic (pictures may include labels) (Local)	I will use pictures to tell a story.	W-1-8.1: <u>Including details/information relevant to topic (details/information may take the form of pictures with captions, “words”, “sentences”, or some combination)</u> (Local)	I will <u>use details important to my story (topic)</u> such as: <ul style="list-style-type: none"> • <u>pictures with labels (captions)</u> • <u>words</u> • <u>sentences</u> 	W-2-8.1: Including details/information relevant to topic <u>and/or focus</u> (Local)	I will use details important to my topic <u>and focus (what my story is about)</u> .
W-K-8.2: Not assessed at this grade level		W-1-8.2: Not assessed at this grade level		W-2-8.2: Using sufficient details/pictures to illustrate facts (Local)	I will use many details to support the facts in my writing and pictures.

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)					
W-9: In independent writing, students demonstrate command of appropriate English conventions by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-9.1: Not assessed at this grade level		W-1-9.1: Not assessed at this grade level		W-2-9.1: Not assessed at this grade level	
W-K-9.2: Not assessed at this grade level		W-1-9.2: Not assessed at this grade level		W-2-9.2: Using capital letters for the beginning of sentences and names (Local)	I will use capital letters for names and at the beginning of sentences.
W-K-9.3: Not assessed at this grade level		W-1-9.3: Not assessed at this grade level		W-2-9.3: Not assessed at this grade level	
W-K-9.4: Not assessed at this grade level		W-1-9.4: Not assessed at this grade level		W-2-9.4: Using correct end punctuation in simple sentences (e.g., period) (Local)	I will use end punctuation correctly such as a period.
W-K-9.5: Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds) (Local)	I will use what I know about letters and their sounds to spell words.	W-1-9.5a: Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) (Local)	I will use what I know about letters and their sounds to spell words.	W-2-9.5a: <u>Correctly spelling grade-appropriate, high-frequency words</u> (Local)	I will <u>spell second grade high-frequency words correctly.</u>

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C) <u>CONTINUED</u>					
W:C: In independent writing, students demonstrate command of appropriate English conventions by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
		W-1-9.5b: <u>Correctly spelling many common words (e.g., had, can, including own first name)</u> (Local)	I will <u>correctly spell my name and words I often see.</u>	W-2-9.5b: <u>Correctly spelling most words with regularly spelled patterns (e.g., consonant-vowel consonant, CVC with silent e, one syllable words with blends)</u> (Local)	<u>To spell words I will use patterns such as:</u> <ul style="list-style-type: none"> • <u>consonant-vowel-consonant (CVC)</u> • <u>consonant-vowel-consonant-silent e (CVCe)</u> • <u>one syllable words blends</u>
				W-2-9.5c: <u>Giving a readable and accurate phonetic spelling for words that have not been taught</u> (Local)	I will <u>use what I know about letter sounds and patterns to spell new words.</u>

Habit of Writing: Uses a Writing Process (W-10)					
W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
<p>W-K-10: Note: students at this level will only be pre-writing and drafting.</p> <p>See Appendix B for Writing Process</p>	<p>I will use these steps of the writing process:</p> <ul style="list-style-type: none"> • prewriting • drafting <p>(See Appendix B)</p>	<p>W-1-10: Note: students at this level will only be pre-writing and drafting.</p> <p>See Appendix B for Writing Process</p>	<p>I will use these steps of the writing process:</p> <ul style="list-style-type: none"> • prewriting • drafting <p>(See Appendix B)</p>	<p>W-2-10: See Appendix B for Writing Process</p>	<p>I will use these steps of the writing process:</p> <ul style="list-style-type: none"> • prewriting • drafting • revising (critiquing) • editing • publishing <p>(See Appendix B)</p>

Habit of Writing: Writing Extensively (W-11)					
W-11: Demonstrates the habit of writing extensively by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
W-K-11: Not assessed at this grade level		W-1-11: Not assessed at this grade level		W-2-11: Not assessed at this grade level	

Oral Communication Strategies (OC11)					
W:OC:1: In oral communication, students demonstrate interactive listening by ...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
OC-K-1.1: Following simple verbal instructions and directions	I will follow instructions and directions.	OC-1-1.1: Following simple verbal instructions and directions to answer questions	I will follow instructions and directions to answer questions.	OC-2-1.1: Following multi-step verbal instructions and directions to answer questions	I will follow instructions and directions to answer questions.
O-K-1.2: Listening and responding to stories, songs, or poems	I will listen to and talk about stories, songs or poems.	OC-1-1.2: <u>Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences</u>	I will <u>use words, phrases and sentences to talk about (respond to) stories, songs, or poems.</u>	OC-2-1.2: Conversing, and asking questions to what has been heard (eg: stories, songs or poems)	I will ask questions and talk about what I hear.
OC-K-1.3: Not assessed at this grade level		OC-1-1.3: Not assessed at this grade level		OC-2-1.3: Not assessed at this grade level	
OC-K-1.4: Not assessed at this grade level		OC-1-1.4: Not assessed at this grade level		OC-2-1.4: Not assessed at this grade level	
OC-K-1.5a: Understanding that communicating is verbal and nonverbal	I understand I can tell about things through words, pictures and actions.	OC-1-1.5a: Understanding that communicating is verbal and nonverbal	I understand I can tell about things through words, pictures and actions.	OC-2-1.5a: Understanding that meaning can be conveyed by facial expressions	I understand that my face can show how I think and feel.
OC-K-1.5b: Attending to speaker and waiting for appropriate turn to speak	I will listen to someone who is talking and wait for my turn to speak.	OC-1-1.5b: Attending to speaker and waiting for appropriate turn to speak	I will listen to someone who is talking and wait for my turn to speak.	OC-2-1.5b: Attending to speaker and waiting for appropriate turn to speak	I will listen to someone who is talking and wait for my turn to speak.

Oral Communication Strategies (OC-2)					
W:OC:2: In oral communication, students make oral presentations by...					
Grade K	Student Friendly Language	Grade 1	Student Friendly Language	Grade 2	Student Friendly Language
OC-K-2.1: Speaking clearly and distinctly, orally sharing information and experiences	When sharing, I will speak so others can hear and understand.	OC-1-2.1: Orally ordering ideas in a sequence or tell a familiar story	When speaking to others I will: <ul style="list-style-type: none"> • tell my ideas in order • tell a story I know 	OC-2-2.1: Orally ordering ideas in a sequence, carrying on a conversation, ask and answer questions	When speaking to others, I will: <ul style="list-style-type: none"> • tell my ideas in order (sequence) • have conversations • ask and answer questions
OC-K-2.2: Demonstrating an awareness of options of language (eg., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures)	I will repeat sounds and words I hear in stories. I will tell who or what makes sounds in stories. I will talk about what I see in a picture.	OC-1-2.2: Using various forms of linguistic elements and structures (eg., saying “Please” in a command, asking about the weather as a form of polite address, stating a question in affirmative form, etc.)	I will use the right words and expression to let others know if I am asking or telling.	OC-2-2.2: Using various linguistic elements and structures to convey meaning	I will choose the right words and expression so others know what I am talking about.
OC-K-2.3: Telling stories about pictures, books or experiences	I will tell stories about pictures, books or what I have done.	OC-1-2.3: Telling/ retelling stories using details	I will use details to tell or retell a story.	OC-2-2.3: Telling stories or giving information using details	I will use details to tell stories or give information.
OC-K-2.4: Not assessed at this grade level		OC-1-2.4: Not assessed at this grade level		OC-2-2.4: Not assessed at this grade level	
OC-K-2.5: Not assessed at this grade level		OC-1-2.5: Not assessed at this grade level		OC-2-2.5: Using eye-contact and adjustment of rate and volume	When I speak, I will look someone in the eye and change the speed and volume of my voice.