

Lake and Peninsula School District

Writing Curriculum Guide Levels 0-2

Table of Contents

Part One: Focus Standards and Student Expectations

[Level 0](#)

[Level 1](#)

[Level 2](#)

Part Two: How to Set up a Writing Lesson

Part Three: Example Lessons

[Level 0 \(Narrative\) Example:](#)

[Level 1 \(Informative\) Example:](#)

[Level 2 \(Opinion\) Example:](#)

Part Four: Peer Editing Checklists

[Level 0](#)

[Level 1](#)

[Level 2](#)

Part Five: LPSD Analytical Writing Continuum—Levels 0-2

Narrative Writing Continuum: [LV 0](#), [LV 1](#), [LV 2](#)

Informational Writing Continuum: [LV 0](#), [LV 1](#), [LV 2](#)

Opinion Writing Continuum: [LV 0](#), [LV 1](#), [LV 2](#)

Combined Rubric to evaluate student proficiency in writing across the three primary text types, focusing standards for grammar, conventions, and vocabulary. [LV 0](#), [LV 1](#), [LV 2](#)

Part Six: Standards Summary

[Level 0](#)

[Level 1](#)

[Level 2](#)

Part Seven: Student Exemplars

[Level 0](#)

[Level 1](#)

[Level 2](#)

Part Eight: Graphic Organizers

Part Nine: The Portfolio Process

Part Ten: Additional Resources

The purpose of this document is to give the educator optional resources to guide their teaching. Teachers are still required to cover all standards every year. This guide emphasizes standards that should be focused on at each level.

Levels 0-2 Curriculum Guide

Part One: Focus Standards and Student Expectations

Level 0

In level 0, students should be orally storytelling to show proficiency in writing. Writing begins with the ability to speak well. At this level, students should be focused on speaking clearly and expressing their ideas fully, and in order(beginning, middle, end). At this level, students are spelling phonemically. By the end of the year, students should be writing short, simple sentences.

Level 0		
Focus: Narrative Storytelling (e.g. telling about their summer)		
Speaking Focus Standards	00.W.L.01- Observe conventions of grammar and usage when writing or speaking. <ul style="list-style-type: none">a) Print many upper- and lowercase letters.b) Use frequently occurring nouns and verbs.c) Form regular plural nouns orally by adding /s/ or /es/d) Understand and use question words.e) Use the most frequently occurring	What it looks like: Students are able to use prepositions correctly when speaking. (eg. to, from, in, out, on, off, for)

	<p>prepositions (eg. to, from, in, out, on off, for)</p> <p>f) Produce and expand complete sentences in shared language activities.</p>	
Writing Focus Standards	<p>00.W.WR.03- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.</p>	<p>What it looks like: Students are able to orally tell stories that have a beginning, an event or event(s), and some reaction to the event.</p>
Sentence Descriptors	<p>Sentences should include: A simple subject and a simple predicate.</p>	<p>What it looks like: The kids eat lunch.</p>
<p>Goal: By the end of the level, the student will write a 4-6 word sentence independently.</p> <p>What it looks like: I went to the park.</p>		
<p>Baseline/Reflection: At the beginning of the level, the student will complete a writing task. This will give the teacher a baseline from which to track student growth. The teacher may choose the topic of the baseline prompt. (e.g. tell me one thing you did this summer.) This writing task will be added to the student portfolio.</p> <p>At the end of the level, the student will complete a reflection writing task. Students will be asked to reflect on their growth as a writer through the level. (e.g. Before this year, I couldn't spell words like cat. Now, I can.) This writing task will be added to the student portfolio.</p> <p>Provide students with sentence stems or create a checklist of areas of growth.</p>		

Level 1

In level 1, students should be beginning to write to express ideas. Students should be speaking using conjunctions and learning to ask questions. At this level, students include sentence starters such as: Did you know, One thing I learned, etc. Students should be writing in complete sentences, and should include end punctuation. Students should be able to close their writing with a final thought, feeling, or statement.

Level 1		
Focus: Informative/Explanatory (eg. Animals)		
Speaking Focus Standards	<p>01.W.L.01- Observe conventions of grammar and usage when writing or speaking.</p> <p>g) Use frequently occurring conjunctions. h) Use determiners i) Use frequently occurring prepositions j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</p>	<p>What it looks like: Students are able to orally formulate and ask questions.</p> <p>Students are able to use common conjunctions (e.g. and, but, or, so, because), adjectives (e.g. big, round, blue, tiny, soft, silly), and transition words (e.g. first, after that, finally, during, meanwhile,etc.) when speaking.</p>
Writing Focus Standards	<p>01.W.L.01- Observe conventions of grammar and usage when writing or speaking.</p> <p>a) Print all upper- and lowercase letters. b) Use common, proper, and possessive</p>	<p>What it looks like: Students are able to produce sentences that include proper formation of all upper and lowercase letters.</p>

	<ul style="list-style-type: none"> c) nouns. c) Use singular and plural nouns with matching verbs in basic sentences. d) Use personal, possessive, and indefinite pronouns. e) Use verbs to convey a sense of past, present, and future f) Use frequently occurring adjectives. 	<p>Students are able to produce sentences that include correct end punctuation.</p>
Sentence Descriptors	<p>Sentences should include: A simple subject and a complex predicate OR a complex subject and a simple predicate.</p> <p>i.e. Sentences should include a subject, a verb and one other detail.</p>	<p>What it looks like:</p> <p>The kids eat lunch too fast.</p> <p>OR</p> <p>The big kids eat lunch.</p>
Paragraph Descriptors	<p>Paragraphs should include: A minimum of 3 simple sentences on a single topic. Paragraphs should also include a concluding sentence/statement.</p>	<p>What it looks like:</p> <p>Did you know giraffes are tall? Giraffes are 15 feet tall. Now you know more about giraffes.</p>
<p>Goal: By the end of the level, the student will produce 3 sentences on a single topic independently. Provide a closing sentence.</p> <p>What it looks like: Fish have to live in water. Fish live in lakes and oceans. Fish live in water, because they are aquatic animals.</p>		
<p>Baseline/Reflection: At the beginning of the level, the student will complete a writing task. This will give the teacher a baseline from which to track student growth. The teacher may choose the topic of the baseline prompt. (e.g. Tell me one thing you did this summer.) This writing task will be added to the student portfolio.</p> <p>At the end of the level, the student will complete a reflection writing task. Students will be asked to reflect on their growth as a writer through the level. (e.g. I can now write in complete sentences. I can use periods.) This writing task will be added to the student portfolio.</p>		

Level 2

In level 2, students should be writing consistently. At this level, students should have mastered speaking in simple and compound sentences. Students should be beginning to use reflexive pronouns when speaking. Students should also practice speaking in the active and passive voice. Students should be working to capitalize proper nouns, utilize commas in letter writing, and write using collective nouns.

Level 2		
Focus: Opinion Writing/ Letter Writing (e.g. Convince parents to give allowance for doing chores)		
Speaking Focus Standards	<p>02.W.L.01- Observe conventions of grammar and usage when writing or speaking.</p> <p>c) Use reflexive pronouns.</p> <p>f) Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>What it looks like:</p> <p>Students are able to speak using reflexive pronouns (e.g. myself, ourselves) properly.</p> <p>Students are able to speak in expanded (add details) and rearranged (active/passive voice) sentences. (e.g. The boy watched the movie[active voice]; The movie was watched by the little boy[passive voice])</p> <p>Students are able to speak in complete simple and compound sentences.</p>
Writing Focus Standards	<p>02.W.L.01- Observe conventions of grammar and usage when writing or speaking.</p> <p>a) Use collective nouns</p> <p>02.W.L.02- Observe conventions of capitalization, punctuation, and spelling when writing.</p>	<p>What it looks like:</p> <p>Students are able to incorporate collective nouns (e.g. gaggle, flock, blessing) into their writing.</p> <p>Students are able to capitalize holidays, product names, and geographic names when writing.</p> <p>Students are able to use commas in greetings and closing of letters.</p>

Sentence Descriptors	<p>Sentences should include:</p> <p>Students should use both simple and compound sentences.</p> <p>Sentences should include interrogative, exclamatory and declarative sentence types.</p>	<p>What it looks like:</p> <p>If I go to the store, then I will get a pop.</p> <p>She can eat a snack, or play with the blocks.</p> <p>Are they going to class now?</p> <p>I am so excited for summer!</p>
Paragraph Descriptors	<p>Paragraphs should include:</p> <p>Students should be writing paragraphs of 4-6 sentences in length.</p> <p>Students should be able to: State an opinion, supply reasons, and provide a concluding statement.</p> <p>Additionally, the student should supply at least one reason that would be convincing to your <u>target audience</u>.</p>	<p>What it looks like:</p> <p>In my opinion, kids should get paid for chores. Adults get paid for working. Chores are like work for kids, so we should get paid too. If I got paid, I would work harder on my chores. This is why kids should get paid to do chores.</p>
<p>Goal: By the end of the level, the student will formulate paragraphs that are 6 sentences in length. Students should be able to state an opinion, supply reasons that support that opinion, and provide a concluding statement.</p> <p>What it looks like: I feel strongly that circuses should not have live animals. Animals are living creatures that need space to grow. Zoo animals live in cages, so they don't have space to grow. Sometimes circuses are not nice to animals, and they hit them. For example, circuses use whips and prods to train animals. This is why I believe circuses should not have animals.</p>		
<p>Baseline/Reflection: At the beginning of the level, the student will complete a writing task. This will give the teacher a baseline from which to track student growth. The teacher may choose the topic of the baseline prompt. (e.g. Tell me one thing you did this summer.) This writing task will be added to the student portfolio.</p> <p>At the end of the level, the student will complete a reflection writing task. Students will be asked to reflect on their growth as a writer through the level. (e.g. I am able to write a whole paragraph by myself and I can spell lots of new words.) This writing task will be added to the student portfolio.</p>		

Part Two: How to Set up a Writing Lesson

- **Mini-Lesson (5-10 minutes)**

This is time for explicit instruction. Focus your mini-lesson on a single topic each day. One aspect of the writing process that you want students to pay particular attention to that day.

- **Teacher Check-In (3-5 minutes)**

Meet one-on-one briefly with each student to make sure they are on the right track and know what their expectations are for the day.

- **Time to Draw/Write (20-30 minutes)**

Students should be given time to write and/or draw* independently every single day. During this time, the teacher can be modeling the process by writing their own writing. This time can also be used to individually conference with students on their writing.

- **Share Out (5-10 minutes)**

Give students time to share with the class or a partner what they have written for the day.

*Students at these levels may use illustrations/pictures to help tell their stories.

Part Three: Example Lessons

Level 0 (Narrative) Example:

Lesson Title: What did you eat yesterday?

Mini-Lesson:

Storytellers, you won't believe what happened this morning. When I got to school, I could not remember what I had for lunch yesterday. Can you help me? [Students Respond] That's right! I'd better write that down so I don't forget!

Storytellers, did you know that you can write about the past? This can help us remember things that happen.

Boys and girls, I want you to close your eyes and think about eating supper last night. Who was there? Where were you? What were you having? Did you like it? When I closed my eyes, I remembered eating some creamy mac and cheese last night. Mmmmm. I love the kind with pasta shaped like shells!

I am going to write about having mac and cheese! I think I will write "I ate mac and cheese." [Take the opportunity to emphasize how to stretch out the sounds in /m/ /a/ /c/ and explain that every sound needs a letter.]

Storytellers, today I want you to whisper to a partner about what you ate for supper last night. Be sure to share a lot of details with them.

Teacher Check-in:

Circulate the room during this time and encourage students to stretch words and give each sound a letter.

Independent Writing:

Students should draw or write about what they had for supper the night before. If students draw, they can write labels for pictures to help with storytelling.

Share out:

Give students the opportunity to share what they wrote/drew during independent writing time.

Level 1 (Informative) Example:

Lesson Title: Adding Diagrams to Writing

Mini-Lesson:

[Display anchor chart with text features]

Researchers, yesterday we wrote an introduction to interest our readers and get them hooked. Authors also add ‘text features’ in their writing to give readers more details. One feature authors use is called a diagram. A diagram explains what parts of a picture are. Let’s look at this diagram of a bean sprout together. [Display diagram of sprout labeling roots, leaves, etc.] What do you see on this diagram? [Students Respond] This diagram tells us the different parts of a plant. Instead of writing a bunch of words, the author can decide to include a picture and point to each part of the plant and write one word to tell us what it is.

Today we are going to think about our animal topics and add a diagram to give the author more details. [Model adding a diagram to the model story]

Now let’s look at your informative animal report. What could you make a diagram of to give more details to your reader?

Whisper to your partner what you are going to make a diagram of. [Pass out graphic organizer, such as a bubble map, to aide diagram creation]

Independent Writing:

Students begin creating their diagrams.

Teacher Check-In:

Circulate the classroom reading diagrams and asking questions to help lead them to add details. Make sure each student has begun a picture for their diagram.

Share out:

Give students the opportunity to share their diagrams and explain their labels.

Level 2 (Opinion) Example:

Lesson Title: Adding Reasons

Mini-Lesson:

Proponents, we have been talking about our opinions and how everyone has different opinions. Today we are going to start thinking about why we have opinions. To do that, we are going to learn a new word, 'because'. [write word on anchor chart]

We are going to play an opinion-stating game called 'Wander'. [Directions Below] Here's an example. If the topic is favorite animal, my proposal/opinion would be: Dogs are my favorite animals because they chase bears away.

—
Proponents! You're ready to begin writing your opinions and give reasons.

Wander Directions:

Everyone is going to stand on the carpet. The teacher will give a topic to the students and the students will create a sentence with their opinion and reason. Teacher- Favorite Pop 'My favorite pop is _____ because_____.' Then the teacher will say, 'wander,' the students will walk around the room. Then I will say, 'proposals'. Students will find a partner and grab their hand in a handshake. The teacher will then decide who gives their proposal(opinion statement) first (tallest, youngest, etc.). The teacher will say 'switch,' and the other partner will give their proposal. Once both partners have spoken, the teacher will say, "wander" and state a new topic.

Independent Writing:

Students will continue working on opinion writing. They will add the word 'because' to their opinions and give a reason for their opinion.

Teacher Check-In:

Circulate the room and encourage students to think about reasons for their opinions.

Share out:

Give students the opportunity to share the reasons they gave for their opinions.

Part Four: Peer Editing Checklists

 Self-Editing checklists

 Peer-Editing Checklists

Level 0

Friend-Editing Checklist (Written Story) Narrative Writing				Friend-Editing Checklist (Oral Story) Narrative Writing			
Does your friend have:	Standard	:)	:("	Does your friend have:	Standard	:)	:("
something that happens (event)?	00.W.WR.03			a beginning?	00.W.WR.03		
words or pictures?	00.W.L.01			something that happens (event)?	00.W.WR.03		
upper and lowercase letters?	00.W.L.01			an ending?	00.W.WR.03		
finger spaces?	00.W.L.01			Ask the writer a question:			
a capital to start the sentence?	00.W.L.02						
Ask the writer a question:							
Friend-Editing Checklist (Written Story) Informative Writing				Friend-Editing Checklist (Oral Story) Informational Writing			
Does your friend have:	Standard	:)	:("	Does your friend have:	Standard	:)	:("
facts about the same topic?	00.W.WR.02			a topic?	00.W.WR.02		
words or pictures?	00.W.WR.02			facts about that topic?	00.W.WR.02		
upper and lowercase letters?	00.W.L.01			Ask the writer a question:			
finger spaces?	00.W.L.01						
a capital to start the sentence?	00.W.L.02						
Ask the writer a question:							
Friend-Editing Checklist (Written Story) Opinion Writing				Friend-Editing Checklist (Oral Story) Opinion Writing			
Does your friend have:	Standard	:)	:("	Does your friend have:	Standard	:)	:("
the name of the topic?	00.W.WR.01			the name of the topic?	00.W.WR.01		
the opinion of topic?	00.W.WR.01			the opinion of the topic?	00.W.WR.01		
words or pictures?	00.W.L.01			Ask the writer a question:			
upper and lowercase letters?	00.W.L.01						
finger spaces?	00.W.L.01						
a capital to start the sentence?	00.W.L.02						
Ask the writer a question:							

Level 1

Friend-Editing Checklist Narrative Writing			
Does your friend have:	Standard	Yes	No
2 things that happen (events)?	01.W.WRAP.03		
a beginning?	01.W.WRAP.03		
a middle?	01.W.WRAP.03		
an end?	01.W.WRAP.03		
describing words?	01.W.L.01		
linking words? (and, but, or, so because)	01.W.L.01		
an 's to show ownership?	01.W.L.01		
sounded out words?	01.W.L.02		
sentences with a who, a what and one more detail?	01.W.L.01		
Ask the writer a question:			

Friend-Editing Checklist Informative Writing			
Does your friend have:	Standard	Yes	No
a topic?	01.W.WRAP.01		
facts about the topic?	01.W.WRAP.01		
an ending sentence?	01.W.WRAP.01		
describing words?	01.W.L.01		
linking words? (and, but, or, so because)	01.W.L.01		
an 's to show ownership?	01.W.L.01		
sounded out words?	01.W.L.02		
sentences with a who, a what and one more detail?	01.W.L.01		
Ask the writer a question:			

Friend-Editing Checklist Opinion Writing			
Does your friend have:	Standard	Yes	No
a topic?	01.W.WRAP.01		
an opinion about the topic?	01.W.WRAP.01		
reasons for their opinion?	01.W.WRAP.01		
an ending sentence?	01.W.WRAP.01		
describing words?	01.W.L.01		
linking words? (and, but, or, so because)	01.W.L.01		
an 's to show ownership?	01.W.L.01		
sounded out words?	01.W.L.02		
sentences with a who, a what and one more detail?	01.W.L.01		
Ask the writer a question:			

Level 2

Friend-Editing Checklist Narrative Writing			
Does your friend have:	Standard	Yes	No
an event that happens?	02.W.WR.03		
a beginning?	02.W.WR.03		
a middle?	02.W.WR.03		
an end?	02.W.WR.03		
transition words? (first, then, last)	02.W.L.01		
collective nouns? (herd, pod, flock)	02.W.L.01		
linking words? (also, and, because)	02.W.WR.01		
capitalized names, holidays and other proper nouns?	02.W.L.02		
words spelled correctly?	02.W.L.02		
different sentence types? (asking, telling, commanding, exclaiming)	02.W.L.01		
Ask the writer a question:			

Friend-Editing Checklist Informative Writing			
Does your friend have:	Standard	Yes	No
a topic?	02.W.WR.01		
facts about the topic?	02.W.WR.01		
a concluding statement?	02.W.WR.01		
collective nouns? (herd, pod, flock)	02.W.L.01		
linking words? (also, and, because)	02.W.WR.01		
capitalized names, holidays and other proper nouns?	02.W.L.02		
words spelled correctly?	02.W.L.02		
different sentence types? (asking, telling, commanding, exclaiming)	02.W.L.01		
Ask the writer a question:			

Friend-Editing Checklist Opinion Writing			
Does your friend have:	Standard	Yes	No
a topic?	02.W.WR.01		
an opinion about the topic?	02.W.WR.01		
reasons for their opinion?	02.W.WR.01		
at least one reason for their audience?	02.W.WR.01		
a concluding statement?	02.W.WR.01		
collective nouns? (herd, pod, flock)	02.W.L.01		
linking words? (also, and, because)	02.W.WR.01		
capitalized names, holidays and other proper nouns?	02.W.L.02		
words spelled correctly?	02.W.L.02		
different sentence types? (asking, telling, commanding, exclaiming)	02.W.L.01		
Ask the writer a question:			

Part Five: LPSD Analytical Writing Continuum–Levels 0-2

 LPSD Analytical Writing Continuum

Narrative Writing Continuum

LPSD LEVELS 0-2 ANALYTICAL WRITING CONTINUUM													
NARRATIVE		Level 0				Level 1				Level 2			
CONTENT	Emerging	Developing	Proficient	Advanced	Emerging	Developing	Proficient	Advanced	Emerging	Developing	Proficient	Advanced	
ORGANIZATION	N/A	The writing has: -events out of order	The writing has: -events in order as they happened	The writing has: -a beginning, middle, and end	The writing has: -Events out of order	The writing has: -events in order as they happened	The writing has: -a beginning, middle, and end	The writing has: -a beginning, middle, and end -transition words (then, finally, following that)	The writing has: -events in order as they happened	The writing has: -a beginning, middle, and end	The writing has: -a beginning, middle, and end -transition words (then, finally, following that)	The writing has: -a beginning, middle, and end -a problem and solution -beginning, middle (then, finally, following that) -a narrator and/or characters	
VOICE	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	BEGINS IN LEVEL 3	
SENTENCE STRUCTURE	N/A	The writing has: -no people or things (nouns) -sentences are either missing the "who" part or the "what they're doing" part (subject/verb)	The writing has: -more than one person or thing (nouns) -sentences are either missing the "who" part or the "what they're doing" part (subject/verb)	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences	The writing has: -more than one person or thing (nouns) -the characters do things (verbs) -direction words (prepositions) -complete sentences		
WORD CHOICE	N/A	The writing has: -no words that I learned from talking to other people or by reading books	The writing has: -words that I learned from talking to other people or by reading a book	The writing has: -words that I learned from talking to other people or by reading a book -linking words like 'because' (conjunctions to signal relationships)	The writing has: -no words that I learned from talking to other people or by reading a book	The writing has: -no words that I learned from talking to other people or by reading a book	The writing has: -no words that I learned from talking to other people or by reading a book -linking words like 'because' (conjunctions to signal relationships)	The writing has: -no words that I learned from talking to other people or by reading a book -linking words like 'because' (conjunctions to signal relationships)	The writing has: -no words that I learned from talking to other people or by reading a book -linking words like 'because' (conjunctions to signal relationships)	The writing has: -no words that I learned from talking to other people or by reading a book -linking words like 'because' (conjunctions to signal relationships)	The writing has: -no words that I learned from talking to other people or by reading a book -linking words like 'because' (conjunctions to signal relationships)		
CONVENTIONS (This section is N/A for an oral story)	N/A	The writing has some, but not all of this: -capitalizes at the beginning of sentences -capitalizes the word I -periods, question marks, and/or exclamation marks -letters for most sounds in the words	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -periods, question marks, and/or exclamation marks -letters for most sounds in the words	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -letters for most sounds in the words	The writing is an oral story.	The writing has some, but not all of this: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -letters for most sounds in the words	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -commas in dates and lists -words I've learned in class or I can find in the room are spelled correctly	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -commas in dates and lists -words I've learned in class or I can find in the room are spelled correctly	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -commas in dates and lists -words I've learned in class or I can find in the room are spelled correctly	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -commas in dates and lists -words I've learned in class or I can find in the room are spelled correctly	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -commas in dates and lists -words I've learned in class or I can find in the room are spelled correctly	The writing has: -capitalizes at the beginning of sentences -capitalizes the word I -letters for most sounds in the words -capitalizes in dates and names -periods, question marks, and/or exclamation marks -commas in dates and lists -words I've learned in class or I can find in the room are spelled correctly	

Informational Writing Continuum

Opinion Writing Continuum

Part Six: Standards Summary

Level 0

	CONTENT	ORGANIZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	CONVENTIONS
0	Draw, dictate, write opinions & informational, narrative text	Dictate or write words, phrases, sentences related to single topic		Use new words in own speech	Speak in complete sentences, plural nouns, frequently occurring prepositions, questions words	Upper/lower case letters, letter for most sounds, capitalize 1 st word in sentence and “I”, name/identify period, question mark, exclamation, spell simple words phonetically, correctly prints first name, special orientation of words

Level 1

	CONTENT	ORGANIZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	CONVENTIONS
1	Write opinions, informative/explanatory, narrative texts; write to communicate with specific audiences, respond to text	Narratives have beginning, middle end; informative has facts/ details; opinions have reason		Subject, object, possessive pronouns; future, present, past verbs; frequently occurring prepositions; use learned words in own speech	Sentence has subject and predicate; write complete sentences using adjectives	All upper/lower case letters; singular/plural nouns and correct verb form; capitalize names, places, dates; punctuation for sentence endings (., ?, !); commas in dates and words in series; level appropriate correct spelling

Level 2

	CONTENT	ORGANIZATION	VOICE	WORD CHOICE	SENTENCE STRUCTURE	CONVENTIONS
2	Write opinions with reasons/ details to support; informative/ explanatory text with introduction, facts/ details, conclusion; narrative with temporal order, details, closure	Include beginning, middle, end, topic sentences/ supporting sentences; identify paragraphs		Use learned words in own writing; limits repetition of same word	Complete and expand declarative, interrogative, imperative, exclamatory sentences; add detail/ clarification; complete sentences with subject/ predicate /adjective	Common irregular plurals; past tense of irregular common verbs; capitalize holidays, names geographic names, product names, titles; commas in greetings and closings; apostrophes for contractions/ common possessives; generalize learned spelling patterns; spells/corrects mistakes in first 100 Fry list; use correct punctuation sentence end, commas; identify/ correct mistakes in punctuation at sentence end and capitalization

Part Seven: Student Exemplars

Samples include examples from: Common core state standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix C: Samples of Student Writing.

Student Sample: K, Narrative

This narrative is a process piece that was produced in class.

Level 0

Suzanne January 30, 2002

I Went to Disney. We went from the deser.

I had a fun on vacshne.

At Disney, I see lot of rids.

I Went to my house.

Suzanne January 30, 2002

I went on the mader hon.

I Went on fer Wel.

I Went on a meere go round.

I Went on a pol.

I Went my house.

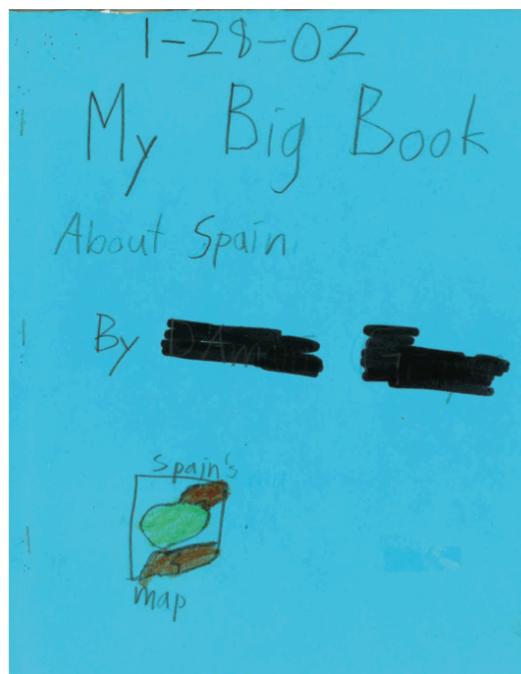
Annotation

The writer of this piece

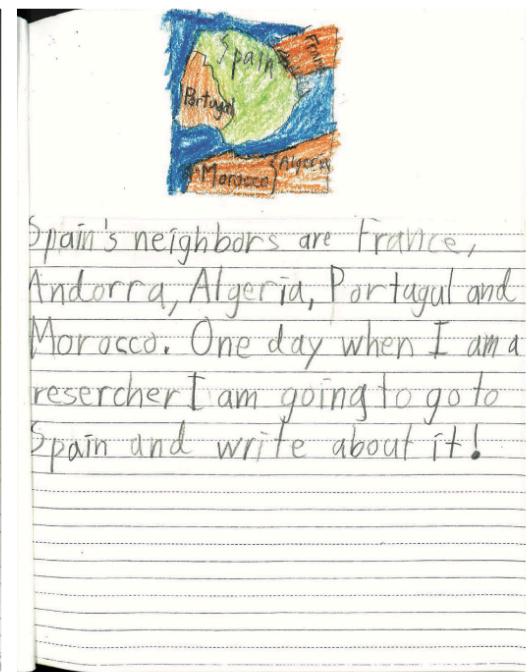
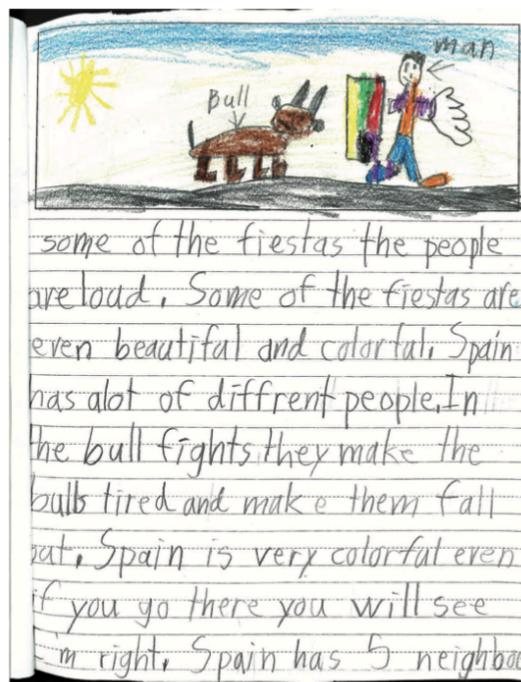
- establishes a situation by naming a place.
 - Disney (Disneyland)
- recounts several loosely linked events and the order in which they occurred.
 - I had a fun on vacshne (vacation). . . . I see lot (lots) of rids (rides). I went on the mader hon (Matterhorn). . . . I went my house.
- provides a reaction to what happened.
 - I had a fun on vacshne (vacation).
- offers a sense of closure.
 - I went my house.
- demonstrates command of some of the conventions of standard written English.
 - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also uses capital letters appropriately in the title of the piece.

This informative report was produced in class.

Level 1



Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has a lot of fiestas. In some of the fiestas they make music and make special food too. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat. In



Annotation

The writer of this piece

- **names the topic (in the title).**
 - *My Big Book About Spain*
- **supplies some facts about the topic.**
 - *Spain is located (located) in the south western tip of Europe.*
 - *Spain has a lot of fiestas.*
 - *Spain . . . has bull fights . . .*
 - *Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.*
- **provides some sense of closure.**
 - *One day when I am a researcher I am going to go to Spain and write about it!*
- **demonstrates command of some of the conventions of standard written English.**
 - This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 2, Argument (Opinion)

This opinion piece about a work of literature was produced in class. *Updated January 15, 2026*

Level 2

Owl Moon
When you go owling
you don't need words, or worm
or any thing, but hope. This
is the book of Owl Moon.
This book is written by
Jane Yolen. I like that
phrase Because The boy
was happy because he got
to go owling and he's been
wanted to go owling for a
long time and he finally
got to go.

When other kids are
happy that makes me
happy. I like it Because
it makes me feel good
Because you don't haft
to have words to go owling
but you haft to have
hope to see an owl.

Annotation

The writer of this piece

- introduces the topic (with some words from the book) and the title.
 - When you go owling you don't need words, or worm (warm) or any thing, but hope. This is (from) the book of Owl Moon.
- states an opinion about the book and supplies reasons to support the opinion.
 - I like that phrase Because The boy was happy because (because) he got to go owling and he's been wanted (wanting) to go owling for a long time and he finally got to go. When other kids are happy that makes me happy.
- uses linking words to connect opinion and reasons.
 - I like it Because it makes me feel good Because you don't haft (have) to have words to go owling but you haft to have hope to see an owl.
- provides a concluding statement.
 - I like it Because it makes me feel good Because you don't haft (have) to have words to go owling but you haft to have hope to see an owl.
- demonstrates growing command of the conventions of standard written English.
 - This piece illustrates the writer's understanding that capital letters are used in a title, that the pronoun / should be capitalized, and that sentences should begin with a capital letter. The title of the book is underlined, and most words are spelled correctly. The use of the comma and the apostrophe is not consistent, but all sentences end with periods.

Part Eight: Graphic Organizers

Name

Sequencing Graphic Organizer

At the beginning	_____
Next	_____
After that	_____
Then	_____
Finally	_____

Name

Sequencing Graphic Organizer

At the beginning	
Next	
After that	
Then	
Finally	

Name _____

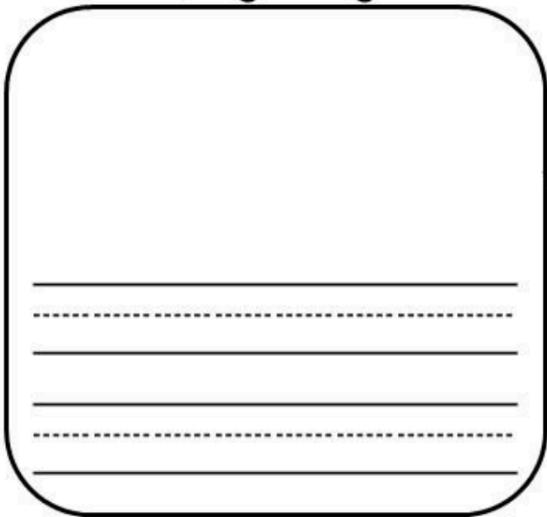
Sequencing Graphic Organizer

First	
Next	
Then	
After that	
Then	
Finally	

Name

Draw and write about what happened at the beginning, middle, and end of the story.

Beginning



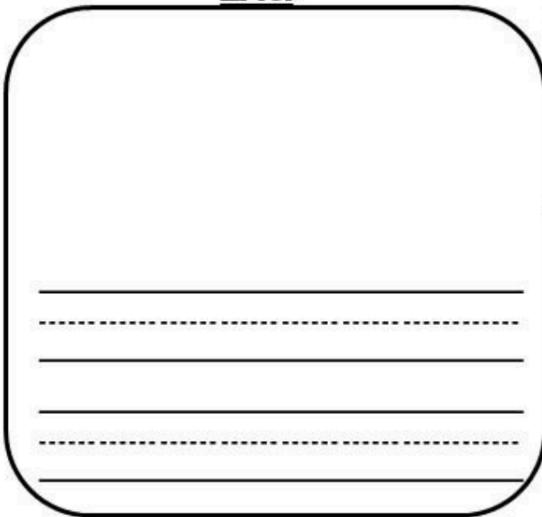
Four horizontal lines for handwriting practice.

Middle



Four horizontal lines for handwriting practice.

End



Four horizontal lines for handwriting practice.

Name

Sequence the story. Draw and write about the story.

1.

2.

3.

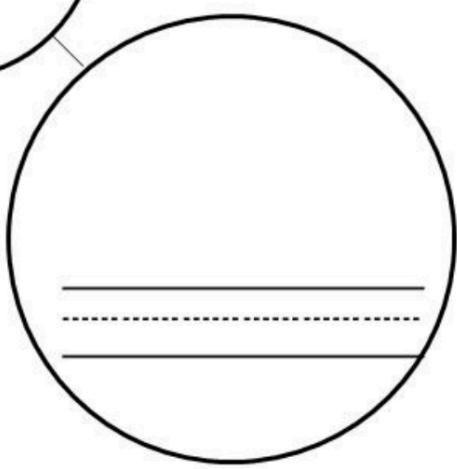
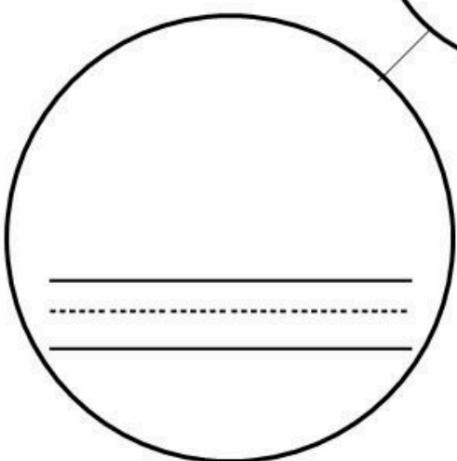
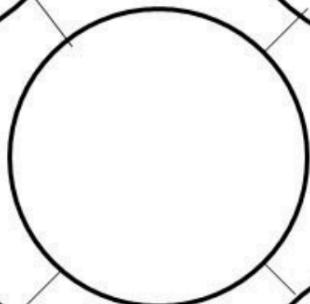
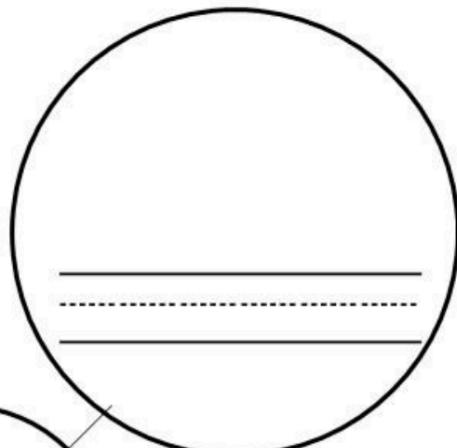
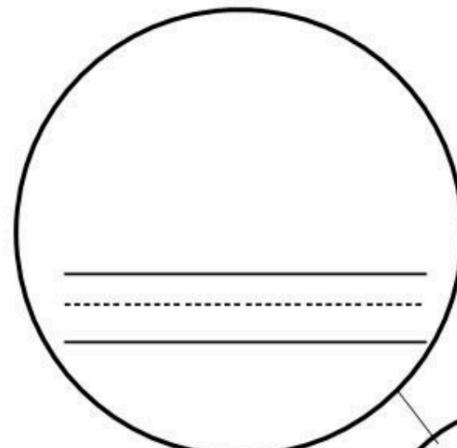
4.

5.

6.

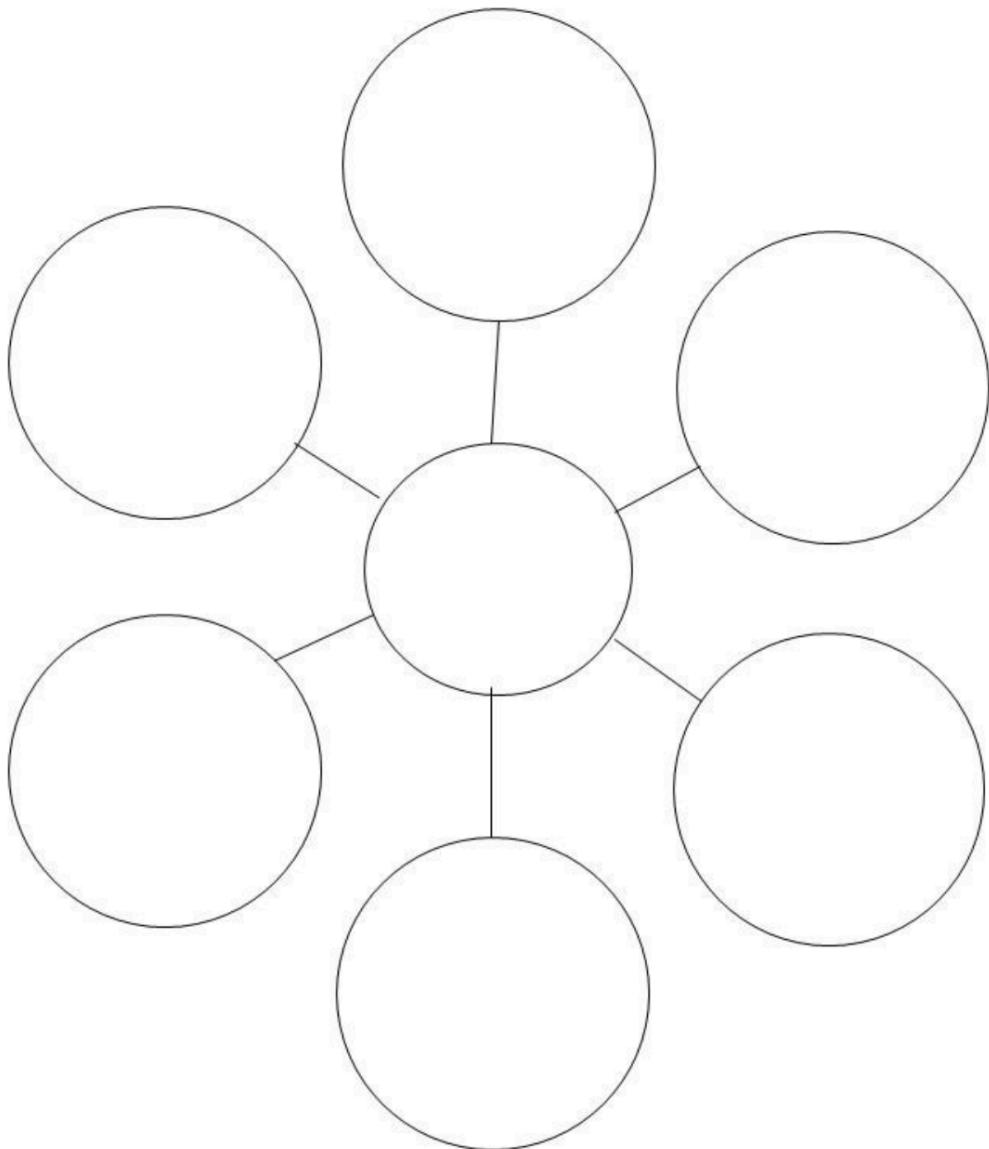
Name

Draw and label four details about the story.



Name _____

Word Web



Part Nine: The Portfolio Process

The teacher and the student will decide how many pieces to include in the portfolio. We advise that students compile at least 1 sample of writing from each quarter. Samples will be graded by the onsite teacher. The purpose of the portfolio is to show the student's growth throughout the level. All of the drafts should be included for the focus genre at each level. Students will also be required to include a [self-evaluation sheet](#) (located on the following page) that assesses their writing progress. This feedback should be included in the portfolio.

Note: Teachers may allow students to include pieces of writing from other disciplines (e.g. Science, Social Studies). Sample pieces can also include shorter pieces such as journal entries or daily power writing.

Self-Evaluation Sheet

Name: _____ Date: _____

Check all the items that applied to you as you were writing this paper.

1. I discussed topics with a classmate or my teacher before I chose one.
2. I listed my ideas before I wrote about them.
3. The first sentence or sentences in my paper introduce my topic.
4. The middle has details and examples that support my main idea.
5. I used drawings and charts in my paper.
6. I reread my paper out loud to see if it made sense.
7. I revised my paper by adding, cutting, and clarifying ideas.
8. I checked for spelling, punctuation, capitalization, and grammar errors.
9. I chose a title carefully.

10. These are some questions I have for my reader:

Part Ten: Additional Resources

- (levels 0-2) Lucy Calkins Writing curriculum
- (levels 0-2) Step Up to Writing curriculum
- (levels 1-2) Teachers Pay Teachers resource available for purchase:
 - <https://www.teacherspayteachers.com/Product/FirstieWriting-First-Grade-2nd-Grade-and-Homeschool-Writing-Curriculum-Bundle-3964780>
- Book Creator app on iPads/<https://bookcreator.com/>
- Writing A-Z <https://www.writinga-z.com/>
- Student Book Publishing <https://studenttreasures.com/>