

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Ideas / Content	<p>Draw a picture bigger than hand</p> <p>Include a specified number of colors in picture</p>	<p>Include at least three (3) details or facts related to topic</p>	<p>Include a topic sentence with 2 or more supporting details</p>	<p>Include a topic sentence with supporting details</p> <p>Use story elements (character, setting, events, problem and solution)</p> <p>Provide a title for piece</p>	<p>Include relevant support (3 facts)</p> <p>Describe clear setting, inclusive of where and when</p> <p>Incorporate plot structure (Introduction, rising action, climax, falling action, resolution)</p> <p>Provide a creative title for piece</p>	<p>Support main idea, topic, or theme with facts, examples or explanations, including information from various sources</p> <p>Include a detailed explanation of sequence</p>
Organization	<p>Separate picture from writing</p>	<p>Write ideas in order</p> <p>Develop a clear beginning and end</p>	<p>Develop a beginning, middle, end</p> <p>Sequence ideas in a logical way</p>	<p>Attract reader by using an opening paragraph that contains a topic sentence</p> <p>Link main ideas between sentences with time order words</p> <p>Develop a closing that leaves the reader satisfied</p>	<p>Use interesting lead techniques including: use of a question, dialogue, action, surprising fact or statement</p> <p>Use a wrap around ending (conclusion)</p>	<p>Capture main idea in concluding sentence, but does not repeat introductory sentence</p> <p>Organize paragraphs using topic sentences</p> <p>Incorporate graphics in meaningful locations within writing</p>
Sentence Fluency	<p>Write simple sentences</p>	<p>Vary beginnings of sentences</p>	<p>Write complete sentences (subject and predicate)</p>	<p>Include sentence variety: compound, complex, simple sentences</p>	<p>Write complete sentences; no run-ons</p>	<p>Use transition words between paragraphs</p> <p>Write sentences of varying lengths and complexity</p>
Word Choice	<p>Use feeling words</p>	<p>Use descriptive words (adjectives)</p>	<p>Use lively verbs, unique, specific nouns, and descriptive adjectives</p>	<p>Use sensory words and phrases to create vivid descriptions</p> <p>Use figurative language: Similes and onomatopoeia</p> <p>Incorporate dialogue</p>	<p>Use content area language/vocabulary to make meaning clear for readers</p> <p>Use figurative language: alliteration and metaphors</p> <p>Incorporate dialogue that sounds natural</p>	<p>Share thoughts and feelings of characters</p> <p>Incorporate use of adverbs</p>
Voice	<p>Illustrate person capturing expression on face(s) (happy, sad, mad, etc.)</p>	<p>Illustrate and write a simple sentence that reflects specific emotions and/or student's personality</p>	<p>Use first person point of view throughout a piece</p>	<p>Maintain same point of view throughout a piece</p>	<p>Develop a clear sense of purpose and audience</p>	<p>Defend position passionately and compels reader to react to position</p>
Conventions	<p>Leave finger spaces</p> <p>Use ending punctuation</p> <p>Place uppercase at beginning of sentence, lower after</p> <p>Represent words with initial, medial, and final sounds</p> <p>Write using best handwriting</p>	<p>Spell grade appropriate words correctly in everyday writing</p> <p>Write complete sentences</p> <p>Capitalize "I" and first word of a sentence</p> <p>Use ending punctuation (. & ?)</p>	<p>Spell grade appropriate words correctly in everyday writing</p> <p>Write using legible handwriting</p> <p>Have sentence variety (. ! ?)</p>	<p>Spell grade appropriate words correctly in everyday writing</p> <p>Have subject/predicate agreement in sentences</p> <p>Write using legible handwriting</p>	<p>Spell grade appropriate words correctly in everyday writing with particular attention to frequently used words, contractions, and homophones</p> <p>Indent paragraphs</p> <p>Write using legible use of cursive writing</p>	<p>Spell grade appropriate words correctly in everyday writing</p> <p>Utilize punctuation rules (inclusive of comma, quotation marks, colons)</p> <p>Remain in selected tense (past, present, future)</p> <p>Prepare a works consulted page</p> <p>Write using legible use of cursive writing</p>

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Domains of Writing to be incorporated into instruction at the respective grade level as per NJCCCS	<p>*Stories from personal experiences</p> <p>*Speculative Writing (picture prompt)</p> <p>*Journal Entries</p> <p>*Response to literature</p>	<p>Stories from personal experiences</p> <p>Speculative Writing (picture prompt)</p> <p>Journal Entries</p> <p>*Description of a person</p> <p>Response to literature</p> <p>*Respond to visual displays of information</p>	<p>Write:</p> <p>Narrative</p> <p>Journal Entries</p> <p>Personal Experience</p> <p>Story</p> <p>Speculative (Picture Prompt)</p> <p>*Friendly Letter</p> <p>*Biography</p> <p>Nonfiction:</p> <p>*Simple Report</p> <p>*Description of an object</p> <p>*Procedure</p> <p>Response to literature</p> <p>Respond to visual displays of information</p>	<p>Write:</p> <p>Narrative</p> <p>Journal Entries</p> <p>Personal Experience</p> <p>*Realistic / Humorous Story</p> <p>Speculative</p> <p>Friendly Letter</p> <p>Biography</p> <p>Non-Fiction Text (Expository):</p> <p>*Informational Reports Across Curriculum</p> <p>*Description of person/place/object</p> <p>Procedures</p> <p>*Business Letter</p> <p>Response to literature</p> <p>Respond to visual displays of information</p>	<p>Write:</p> <p>Narrative:</p> <p>Journal Entries</p> <p>Memoir / Personal Experience</p> <p>*Short Stories</p> <p>Speculative</p> <p>*Poetry</p> <p>Friendly Letter</p> <p>Biography</p> <p>Non-Fiction Text (Expository):</p> <p>Informational Reports Across Curriculum</p> <p>Descriptive</p> <p>*Summaries</p> <p>Business Letter</p> <p>Response to literature</p> <p>Respond to visual displays of information</p> <p>*Study characteristics of:</p> <p>Expository</p> <p>Narrative</p> <p>Poetry</p> <p>Reflection</p>	<p>Write:</p> <p>Narrative:</p> <p>Journal Entries</p> <p>Memoir/Personal Narrative</p> <p>Short Stories</p> <p>Speculative</p> <p>Poetry</p> <p>Friendly Letter</p> <p>Biography</p> <p>*Autobiography</p> <p>Expository:</p> <p>*Essay</p> <p>Descriptive</p> <p>Research Report</p> <p>Business Letter</p> <p>*Problem/Solution</p> <p>*Cause/Effect</p> <p>*Hypothesis/Results</p> <p>*Feature Articles</p> <p>*Persuasive:</p> <p>*Issue Based Essay</p> <p>*Critique</p> <p>*Formal Letter</p> <p>Response to literature</p> <p>Respond to visual displays of information</p>

**Denotes that domain of writing is introduced at that grade level*