

Content Strand: Writing

[« back](#)

Annual Goal #8 \_\_\_\_\_ will increase writing skills to \_\_\_\_\_ (grade/proficiency level) in the area(s) of \_\_\_\_\_ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by \_\_\_\_\_ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).

Objective #1 Write a main idea with some supporting details on a topic.

Objective #2 Research and write to convey understanding of a topic using at least one resource.

Objective #3 Write clear, focused main ideas and supporting details on a topic.

- Objective #4 Write a multiparagraph passage to develop a topic using details, examples, and illustrations.
- Objective #5 Revise writing for development of main idea with supporting details.
- Objective #6 Research using verifiable sources to develop and support topic.
- Objective #7 Research and write to convey a thorough understanding of a topic using two or more resources.
- Objective #8 Include some relevant facts and details on a chosen topic.
- Objective #9 Convey clear, focused main ideas and supporting details on a topic for a variety of audiences and purposes.

- Objective #10 Include appropriate facts and details on a chosen topic.
- Objective #11 Use writing to generate a learning log and journals to record new information.
- Objective #12 Use writing to generate diagrams, learning logs, journals, note taking, outlines, and summaries.

Content Strand: Writing [« back](#)  
 Annual Goal #9 \_\_\_\_\_ will increase writing skills to \_\_\_\_\_ (grade/proficiency level) in the area(s) of \_\_\_\_\_ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by \_\_\_\_\_ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).

- Objective #1 Organize writing to address audience and purpose in chronological and logical sequences (e.g., sequence, place, importance).
- Objective #2 Write sentence which connect related ideas that maintain a topic.
- Objective #3 Research using verifiable sources to develop and support a topic.
- Objective #4 Write stories with a beginning, middle, and end.
- Objective #5 Demonstrate organization by developing a beginning, middle, and ending using some transition words (e.g., first, next, then).
- Objective #6 Demonstrate organization by developing an introduction, body of text and conclusion with clear sequencing of ideas and use of transitional words and phrases.
- Objective #7 Select appropriate organizational strategy (e.g., outlining, identifying, and supporting topic, following a model, maps, and charts).
- Objective #8 Organize with paragraphs when writing from a prompt or on a topic.
- Objective #9 Use paragraphs to organize structure within text for a specific purpose of content.
- Objective #10 Write paragraphs in which sentences are related to the topic.
- Objective #11 Write paragraphs containing a stated main idea and closing sentence.
- Objective #12 Write multi-paragraph passages (e.g., stories, reports).
- Objective #13 Revise writing by adding or deleting text.
- Objective #14 Change some text to improve clarity.
- Objective #15 Revise writing to improve clarity and effectiveness by adding relevant details and changing or rearranging text.
- Objective #16 Edit writing to organize sentences into paragraphs.

- Objective #17 Edit writing to use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., therefore, on the other hand).
- Objective #18 Revise writing so it has a sequence (e.g., beginning, middle, end).
- Objective #19 Revise writing so the paper has an order that makes sense, including details, ideas sentences, time sequence and paragraphs.
- Objective #20 Classify words and topics into organizational scheme.

Content Strand:	Writing	<a href="#">« back</a>
Annual Goal #10	_____ will increase writing skills to _____ (grade/proficiency level) in the area(s) of _____ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by _____ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).	

- Objective #1 Include sensory details, personal thoughts, and feelings in developing topic or plot and character.
- Objective #2 Engage the reader by establishing a context, creating a personal, and developing audience interest.
- Objective #3 Use a range of appropriate strategies, such as dialogue, tension or suspense, naming and specific action (e.g., movement, gestures, expressions, nuances, etc.).
- Objective #4 Use descriptive terms to emphasize facts and feeling expressed in writing.
- Objective #5 Write to express voice, mood, and point of view.
- Objective #6 Revise writing to show originality, liveliness, excitement, humor or suspense.

Content Strand:	Writing	<a href="#">« back</a>
Annual Goal #11	_____ will increase writing skills to _____ (grade/proficiency level) in the area(s) of _____ (ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by _____ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).	

- Objective #1 Use descriptive words for more colorful writing.
- Objective #2 Use descriptive phrases to create a picture in writing.
- Objective #3 Use descriptive language appropriate for text and reader interest.
- Objective #4 Use more than one resource to increase written vocabulary (e.g., charts, Thesaurus, etc.).
- Objective #5 Use many resources to improve clarity and effectiveness of writing for classmates and teachers.
- Objective #6 Edit writing to include using new words, familiar words in a different way, and colorful expressions, to paint a picture in the reader's mind.
- Objective #7 Edit writing to use powerful, active verbs.
- Objective #8 Select appropriate language, approach, form and style for purpose and audience.

Content Strand:	Writing	<a href="#">« back</a>
Annual Goal #12	_____ will increase writing skills to _____ (grade/proficiency level) in the area(s) of _____ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by _____ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).	
Objective #1	Write sentences that flow and vary in length.	
Objective #2	Use resources such as peers, adults, and references to improve sentence structure and word choice.	
Objective #3	Edit writing to vary sentence patterns and lengths (e.g., statements, questions, commands, compound, complex, impertive, and exclamatory).	
Objective #4	Edit writing to use sentence-combing techniques to create and express more complex concepts.	
Objective #5	Edit writing to use transitional words and phrases to connect ideas in sentences and paragraphs.	

Content Strand:	Writing	<a href="#">« back</a>
Annual Goal #13	_____ will increase writing skills to _____ (grade/proficiency level) in the area(s) of _____ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by _____ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).	
Objective #1	Use knowledge of phonics, word patterns, and sight words to improve spelling when writing.	
Objective #2	Use knowledge of phonics, complex word patterns (prefixes, compound words, root words), and sight words to improve spelling when writing.	
Objective #3	Use correct spelling in final draft.	
Objective #4	Progress through the developmental stages of spelling from transitional spelling to correct spelling in the context of writing.	
Objective #5	Write words that follow spelling patterns i the context of writing.	
Objective #6	Spell 100 high-frequency words in the context of writing.	
Objective #7	Correct spelling errors in context of writing using a variety of sources (e.g., dictionary, adults, other written work, peers, Franklin Speller, word processing, etc.).	
Objective #8		
Objective #9	Edit writing to use correct captilization and ending punctuation.	
Objective #10	Mark grammer errors in context of writing.	
Objective #11	Correct grammar errors in context of writing, using a variety of sources (e.g., peers, adults, other written material, etc.).	
Objective #12	Edit writing to correct some punctuation, grammer, and most spelling.	
Objective #13	Demonstrate correct use of grammer and punctuation in writing.	
Objective #14	Edit writing for correct use of commas and quotation marks.	
Objective #15	Edit writing for correct punctuation, pronoun use, subject-verb agreement, and apostrophe placement.	
Objective #16	Use various strategies and resources during editing to correct errors (e.g., rewrites, dictionaries, word banks, peers, spell check, etc.).	
Objective #17	Edit writing to use paragraph form (e.g., indentation, time sequence, main idea, and details.	
Objective #18	Take responsibility for proofreading and editing written work to a standard on the final draft.	



Objective #19 Recognize and demonstrate control over conventions of written English (e.g., capitalization, spelling, grammar, punctuation, and paragraphing).

Objective #20 Independently use appropriate conventions of English language on a final draft.

Objective #21 Use and cite references and/or sources for documentation in written text using a standard format.

Content Strand: Writing

« back

Annual Goal #14 \_\_\_\_\_ will increase writing skills to \_\_\_\_\_ (grade/proficiency level) in the area(s) of \_\_\_\_\_ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by \_\_\_\_\_ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).

Objective #1 Write a narrative piece based on a personal experience.

Objective #2 Write a narrative with character, plot, setting, conflict, dialogue, and sequence of events based on a personal experience.

Objective #3 Write a narrative piece that establishes character, a situation, plot, point of view, setting and conflict using a range of strategies to create dialogue, tension, and/or suspense.

Objective #4 Write an imaginative piece that includes characters, plot and conclusion.

Objective #5 Write an imaginative piece that includes the development of characters, setting, plot, and conclusion.

Objective #6 Write an imaginative piece that includes the development of complex characters, detailed setting, engaging plot, and a conclusion.

Objective #7 Write an expository piece to develop reports, explanations, directions and understandings of a topic, providing facts details, or analyzing the information.

Objective #8 Write an expository piece that provides facts and details, describes or analyzes a topic, and contains transitions between steps and includes structures such as headings.

Objective #9 Write a persuasive piece to present an opinion on an issue, concern, or idea and provide some support from personal knowledge, media, or an expert.

Objective #10 Write a persuasive piece to present a point of view, or a carefully considered opinion, evaluation, or reflection, that is supported with references.

Objective #11 Write formally (a speech) and informally (a letter) to create projects, presentations, or publications.

Objective #12 Use a variety of written forms (e.g., journals, essays, poems) to express ideas.

Objective #13 Use multiple media to create presentations, projects and publications.

Objective #14 Conference with others about progress as a writer by discussing strengths, needs, and changes.

Objective #15 Write in different modes, narrative, imaginative, descriptive, perseverance, and expository.

Content Strand: Writing

« back

Annual Goal #15 \_\_\_\_\_ will increase writing skills to \_\_\_\_\_ (grade/proficiency level) in the area(s) of \_\_\_\_\_ (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency and Conventions) as measured by \_\_\_\_\_ (State Scoring Guide, analysis of writing samples, diagnostic survey, spelling inventory).

Objective #1 Use prewriting skills as part of the writing process.

- Objective #2 Use prewriting activities appropriate to the task (e.g., mapping listing, clustering, outlining, and charting).
- Objective #3 Generate own writing topics (e.g., listing, brainstorming, clustering, discussion with others, drawing).
- Objective #4 Make list of interesting words and ideas to use while writing about topic.
- Objective #5 Use the elements of the writing process: planning, drafting, revising, editing, and publishing.
- Objective #6 Use rough drafts.
- Objective #7 Write fluently and independently for sustained periods of time.
- Objective #8 Write simple sentences in a variety of forms (e.g., statements, questions and commands).
- Objective #9 Revise writing based on input from self, peers, and adults.
- Objective #10 Read own story to an audience.
- Objective #11 Edit writing to correct print conventions and mechanics.
- Objective #12 Revise writing for increased clarity, cohesiveness, or effectiveness based on input from self, peers and adults.
  
- Objective #13 Edit and proofread writing.
- Objective #14 Use word processing to create a draft, revise and edit.
- Objective #15 Use technology to create a published written task.
- Objective #16 Produce a finished written product using appropriate support tools, (spell checker, word processor, peer editor, etc.).
  
- Objective #17 Use pencil and paper or assistive technology to independently develop a completed writing assignment.
- Objective #18 Produce a final draft appropriate to grade level for a variety of purposes and geo-cultural audiences.
- Objective #19 Evaluate one's own writing based on appropriate criteria such as a class-generated or State scoring guide.
- Objective #20 Use the State scoring guide and set personal goals for growth as a writer, which identify areas of accomplishment as well as places for improvement.
  
- Objective #21 Discuss own writing strengths, strategies, history and progress as a writer, reflecting on how to go about making changes in one's own writing.
  
- Objective #22 Maintain a writing folder with a variety of written texts and written forms (e.g., poetry, essay).
- Objective #23 Compile a portfolio of representative works of writing.
- Objective #24 Compile and evaluate a portfolio of representative works of writing.

Content Strand: Writing (readiness) [« back](#)

Annual Goal #16 \_\_\_\_\_ will increase \_\_\_\_\_ (printed, symbols, number of letters/words written, use of sentences to express ideas, use of appropriate spelling and punctuation) to a \_\_\_\_\_ level/proficiency as measured by \_\_\_\_\_ (assessment tool, work samples, sentence dictation, spelling inventory).

- Objective #1 Use writing/scribbling/representation with a variety of classroom tools (e.g., markers, computer, pencils, crayons, chalk).
- Objective #2 Verbally label own scribbling/writing/representation.
- Objective #3 Communicate by drawing a picture or scribbling a linear message with symbols.

- Objective #4 Trace/copy/draw shapes (e.g., circle, triangle, square, cross, diamond, rectangle, and other identified shape forms).
- Objective #5 Trace/copy/print upper and lower case letters with correct letter formation.
- Objective #6 Form most letters correctly when writing independently.
- Objective #7 Trace/copy/print first and last name.
- Objective #8 Copy printed material (e.g., dictated stories, signs, books, names).
- Objective #9 Label all classroom work with first or first and last name written and spelled correctly.
- Objective #10 Use appropriate conventions of print when writing (e.g., directionality, top to bottom).
- Objective #11 Print recognizable words with appropriate spacing.
- Objective #12 Write date using various forms (e.g., 3-2-98, March 2, 1998).
- Objective #13 Recognize that writing has meaning and is a form of communication as evidenced by messages, ideas and stories.
- Objective #14 Dictate ideas/story that reflect personal experiences.
- Objective #15 Dictate and or write informally to express ideas in a variety of curriculum areas (e.g., journals, Author's chair, individual books, class books).
- Objective #16 Contribute ideas for group writing (e.g., stories, poems, letters).
- Objective #17 Participate in the writing process (e.g., interactive writing, class book experience).
- Objective #18 Develop a personal dictionary of correctly spelled words (e.g., sight words, familiar words, names).
- Objective #19 Use classroom resources to find correct spelling (e.g., personal dictionary, class dictionary, peers, adults).
- Objective #20 Use phonemic strategies when spelling words.
- Objective #21 Use prior knowledge of common sight words in spelling.
- Objective #22 Progress through the developmental states of spelling from pre-phonemic to early phonemic in the context of writing.
- Objective #23 Progress through the developmental stages of spelling from early phonemic to letter name in the context of writing.
- Objective #24 Organize information in a clear sequence, making connections and transitions among ideas.
- Objective #25 Identify different forms of written communication (e.g., story, list, letter, fictional writing, report).
- Objective #26 Organize information gathered into meaningful forms such as class books, charts, lists, etc.
- Objective #27 Make books by combining various pages of writing and illustrations.
- Objective #28 Identify structure in written materials (e.g., beginning, middle, and end).
- Objective #29 Sequence information from a known story.
- Objective #30 Use a wide range of materials and tools to express ideas (e.g., computer developed film strips, pencil drawn books, posters, signs, etc.).
- Objective #31 Use beginning editing skills through the interactive writing process.
- Objective #32 Engage in classroom prewriting activities appropriate to the task (e.g., mapping, writing lists, clustering, webbing).
- Objective #33 Write sentences using a repetitive sentence pattern.

- Objective #34 Write stories using one or more simple sentences.
- Objective #35 Write dictated passages.
- Objective #36 Write words which approximate correct spelling.
- Objective #37 Begin to develop a vocabulary of words consistently spelled correctly.
- Objective #38 Write complete sentences using capital and lowercase letters appropriately with spaces between words and correct ending punctuation.
- Objective #39 Write stories with beginning, middle, and end.
- Objective #40 Use the elements of the writing process: planning, drafting, revising, editing, and publishing.
- Objective #41 Begin to write in different modes: narrative, imaginative, descriptive, persuasive, expository.
- Objective #42 Begin to write in different modes: narrative, imaginative, descriptive, persuasive, expository.