

Kindergarten Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Application)	K.W.1.1 Students can draw a picture and write a simple sentence about the picture.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	K.W.2.1 Students can write a simple sentence using a capital letter and phonetic spelling.
(Application)	K.W.2.2 Students can write the letters that match sounds in words.
(Application)	K.W.2.3 Students can write upper- and lower-case letters.

**Kindergarten Writing
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• compose detailed pictures and sentences;• write a sentence using a capital letter and a period;• write three- and four-letter words;• write words and use correct spacing.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• draw a picture and write a simple sentence about the picture;• write a simple sentence using a capital letter and phonetic spelling;• write the letters that match sounds in words;• write upper- and lower-case letters.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none">• draw and label pictures;• write words or phrases using phonetic spelling.

Kindergarten Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Knowledge)	K.LVS.1.1 Students can follow simple two-step oral directions.
(Application)	K.LVS.1.2 Students can follow rules of conversation in group situations.
(Application)	K.LVS.1.3 Students can identify different facial expressions, body language, and signals.
(Application)	K.LVS.1.4 Students can use patterns and picture organizers to remember everyday information.
(Comprehension)	K.LVS.1.5 Students can speak in complete sentences to tell about people, places, or things.
(Application)	K.LVS.1.6 Students can contribute to group discussions on a topic.
(Application)	K.LVS.1.7 Students can tell about an experience or story in sequence with or without visual aids.
(Knowledge)	K.LVS.1.8 Students can recite short poems, rhymes, songs, and stories with repeated patterns.
(Knowledge)	K.LVS.1.9 Students can identify personal and emergency information.

**Kindergarten Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	<p>Kindergarten students performing at the advanced level:</p> <ul style="list-style-type: none"> • follow three-step directions; • listen for a purpose; • respond appropriately to different facial expressions, body language, and signals; • express their opinion in complete sentences; • formulate questions and express ideas on a topic; • tell a story in sequence with details; • identify extended personal and emergency information.
Proficient	<p>Kindergarten students performing at the proficient level:</p> <ul style="list-style-type: none"> • follow simple two-step oral direction; • follow rules of conversation in group situations; • identify different facial expressions, body language, and signals; • use patterns and picture organizers to remember everyday information; • speak in complete sentences to tell about people, places, or things; • contribute to a group discussion on a topic; • tell about an experience or story in sequence with or without visual aids; • recite short poems, rhymes, songs, and stories with repeated patterns; • identify personal and emergency information.
Basic	<p>Kindergarten students performing at the basic level:</p> <ul style="list-style-type: none"> • follow a one-step direction; • raise their hand and wait to be called upon; • name different facial expressions, body language and signals; • locate information in patterns and picture organizers; • use words or phrases to describe people, places, or things; • listen to a group discussion and answer specific questions; • tell an experience or story with teacher prompts; • recite phrases or parts of poems, rhymes, songs, and stories; • identify personal information.

First Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Application)	1.W.1.1 Students can illustrate and write text to express thoughts and ideas.
(Application)	1.W.1.2 Students can include details in pictures and writing.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	1.W.2.1 Students can write complete sentences using capital letters and periods.
(Application)	1.W.2.2 Students can correctly spell three- and four-letter words and high-frequency words.
(Application)	1.W.2.3 Students can write legibly and space words within a sentence.

**First Grade Writing
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• write and organize a three-sentence paragraph;• include descriptive detailed language and word choice when writing a story;• use other punctuation marks in addition to periods in writing;• write legibly and space words and sentences correctly;• correctly spell words of five or more letters.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• illustrate and write text to express thoughts and ideas;• include details in pictures and writing;• write complete sentences using capital letters and periods;• correctly spell three- and four-letter words and high-frequency words;• write legibly and space words within a sentence.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• draw a picture and write a simple sentence;• write a simple sentence using a capital letter;• spell three- and four-letter words phonetically;• write lower-case and capital letters legibly.

First Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Application)	1.LVS.1.1 Students can repeat and follow three-step oral directions.
(Application)	1.LVS.1.2 Students can follow rules of conversation in a group situation.
(Application)	1.LVS.1.3 Students can utilize visual organizers which include words for listening and viewing.
(Comprehension)	1.LVS.1.4 Students can tell stories in sequence with details.
(Synthesis)	1.LVS.1.5 Students can express ideas in complete sentences using correct grammar.
(Comprehension)	1.LVS.1.6 Students can answer questions related to the topic.
(Knowledge)	1.LVS.1.7 Students can tell extended personal information.

**First Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none">• follow the rules of conversation and ask appropriate questions;• tell stories using details, voice, and word choice;• express ideas in complete and detailed sentences using correct grammar;• ask and answer questions related to the topic;• utilize extended personal information in different contexts.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none">• repeat and follow three-step oral directions;• follow the rules of conversation in a group situation;• utilize visual organizers which include words for listening and viewing;• tell stories in sequence with details;• express ideas in complete sentences using correct grammar;• answer questions related to the topic;• tell extended personal information.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none">• repeat and follow two-step oral directions;• follow the rules of conversation when speaking to one person;• use patterns and visual organizers to recall everyday information;• tell stories in sequence;• express ideas in complete sentences;• contribute to group discussions;• tell first and last name, phone number, emergency contact name and 911.

Second Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	2.W.1.1 Students can write three related sentences.
(Application)	2.W.1.2 Students can write a friendly letter.
(Application)	2.W.1.3 Students can write questions and statements.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.
(Application)	2.W.2.2 Students can capitalize proper names, days of the week, and months of the year when writing.
(Application)	2.W.2.3 Students can spell high-frequency words as well as words with phonetic elements.
(Application)	2.W.2.4 Students can form letters accurately, and space words and sentences correctly.

**Second Grade Writing
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• write a paragraph;• write a multi-paragraph letter;• write questions and statements when writing a story;• capitalize holidays, and titles of people when writing.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• write three related sentences;• write a friendly letter;• write questions and statements;• use periods and question marks in writing and commas in the greeting and closing of a friendly letter;• capitalize proper names, days of the week, and months of the year when writing;• spell high frequency as well as words with phonetic elements;• form letters accurately, and space words and sentences correctly.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• write three non-related sentences;• write a friendly letter with assistance;• write a statement;• use periods and question marks in writing;• capitalize days of the week;• spell high frequency words with phonetic elements;• form letters correctly.

Second Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Bloom's Taxonomy Level	Standards
(Application)	2.LVS.1.1 Students can repeat and follow four-step oral directions.
(Application)	2.LVS.1.2 Students can follow rules of conversation and respond appropriately.
(Analysis)	2.LVS.1.3 Students can utilize graphic organizers to organize information gained through listening or viewing.
(Synthesis)	2.LVS.1.4 Students can deliver information on topics using facts and details.
(Application)	2.LVS.1.5 Students can express ideas using content area vocabulary.
(Analysis)	2.LVS.1.6 Students can ask and respond to questions related to the topic.

**Second Grade Listening, Viewing, and Speaking
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • repeat and follow complex four-step oral directions; • state, follow, and respond to the rules of conversation without reminders; • create and use their own graphic organizer to organize information through listening or viewing; • extend ideas using content area vocabulary;
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • repeat and follow simple four-step oral directions; • follow the rules of conversation and respond appropriately; • utilize graphic organizers to organize information gained through listening or viewing; • deliver information on topics using facts and details; • express ideas using content area vocabulary; • ask and respond to questions related to the topic.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • repeat and follow simple three-step oral directions; • follow the rules of conversation; • use graphic organizers with teacher/peer assistance; • discuss topics using facts and details when prompted; • use content area vocabulary when prompted; • ask and respond to questions related to the topic when prompted.

Writing

Indicator 1: Students can apply the writing process to compose text.

Kindergarten	1st Grade	2nd Grade
K.W.1.1 (Application) Students can draw a picture and write a simple sentence about the picture.	1.W.1.1 (Application) Students can illustrate and write text to express thoughts and ideas.	2.W.1.1 (Synthesis) Students can write three related sentences.
	1.W.1.2 (Application) Students can include details in pictures and writing.	2.W.1.2 (Application) Students can write a friendly letter.
		2.W.1.3 (Application) Students can write questions and statements.

Indicator 2: Students can apply Standard English conventions in their writing.

Kindergarten	1st Grade	2nd Grade
K.W.2.1 (Application) Students can write a simple sentence using a capital letter and phonetic spelling.	1.W.2.1 (Application) Students can write complete sentences using a capital letters and periods.	2.W.2.1 (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.
K.W.2.2 (Application) Students can write the letters that match sounds in words.	1.W.2.2 (Application) Students can correctly spell three- and four-letter words and high-frequency words.	2.W.2.2 (Application) Students can capitalize proper names, days of the week and months of the year when writing.
K.W.2.3 (Application) Students can write upper- and lower-case letters.	1.W.2.3 (Application) Students can write legibly and space words within a sentence.	2.W.2.3 (Application) Students can spell high-frequency as well as words with phonetic elements.
		2.W.2.4 (Application) Students can form letters accurately, and space words and sentences correctly.

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

Kindergarten	1st Grade	2nd Grade
K.LVS.1.1 (Knowledge) Students can follow simple two-step oral directions.	1.LVS.1.1 (Application) Students can repeat and follow three-step oral directions.	2.LVS.1.1 (Application) Students can repeat and follow simple four-step oral directions.
K.LVS.1.2 (Application) Students can follow rules of conversation in group situations.	1.LVS.1.2 (Application) Students can follow the rules of conversation in a group situation.	2.LVS.1.2 (Application) Students can follow the rules of conversation and respond appropriately.
K.LVS.1.3 (Application) Students can identify different facial expressions, body language, and signals.	1.LVS.1.3 (Application) Students can utilize visual organizers which include words for listening and viewing.	2.LVS.1.3 (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing.
K.LVS.1.4 (Application) Students can use patterns and picture organizers to remember everyday information.	1.LVS.1.4 (Comprehension) Students can tell stories in sequence with details.	2.LVS.1.4 (Synthesis) Students can deliver information on topics using facts and details.
K.LVS.1.5 (Comprehension) Students can speak in complete sentences to tell about people, places, or things.	1.LVS.1.5 (Synthesis) Students can express ideas in complete sentences using correct grammar.	2.LVS.1.5 (Application) Students can express ideas using content area vocabulary.
K.LVS.1.6 (Application) Students can contribute to group discussions on a topic.	1.LVS.1.6 (Comprehension) Students can answer questions related to the topic.	2.LVS.1.6 (Analysis) Students can ask and respond to questions related to the topic.
K.LVS.1.7 (Application) Students can tell about an experience or story in sequence with or without visual aids.	1.LVS.1.7 (Knowledge) Students can tell extended personal information.	
K.LVS.1.8 (Knowledge) Students can recite short poems, rhymes, songs and stories with repeated patterns.		
K.LVS.1.9 (Knowledge) Students can identify personal and emergency information.		