

Writing Benchmark Continuum - grade level outcomes build on previous levels

Audience, purpose, and the level of sophistication must be considered when assessing writing.

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
Content and Ideas - Express ideas (1.1.1) - Consider others' ideas (1.1.2) - Combine ideas and develop understanding (1.2.1) - Explain opinions (1.2.2) Create and follow a plan (3.1.4) - Identify personal knowledge and sources (3.2.1) - Record information (3.3.2) - Generate ideas (4.1.1)	Draws and writes (scribble, random string of letters, initial consonants) about personal experiences (self and family)	Writes about personal experiences	Writes about community experiences	Writes about own ideas and experiences	Describes similarities and differences between own and others' experiences	Describes similarities and differences between own and others' ideas	Recognizes differing perspectives of common experiences
	Represents ideas and information by drawing, listing, labeling	Experiments with a variety of ways to represent ideas and information on a topic	Records ideas and information on a topic	Records key ideas and information on a topic using a predetermined method	Records relevant key ideas and information and some supporting details using a suggested method	Expands on key ideas and details on a topic through examples, inferences, and conclusions	Record relevant ideas and information using a self-selected method
		Retells key information and ideas	Paraphrases key information and ideas	Records key ideas and information in own words	Focuses a topic using a variety of sources	Focuses a topic by integrating ideas from experiences and other sources	Focuses a topic by integrating experiences, opinions, and a variety of other sources

Forms and Organization - Prepare to create (4.1.2) - Create original text (4.1.3)	Begins to apply familiar text forms (lists, pattern books) in own writing	Applies familiar text forms in own writing		Uses a variety of favourite forms of expression	Chooses from a variety of forms for various audiences and purposes	Selects specific forms that serve particular audiences and purposes	
	Begins to sequence and/or categorize events and/or information	Sequences and/or categorizes events and/or information	Sequences and/or categorizes events and/or information when writing (beginning-middle-end, logical order)	Uses organizational structures including description, compare and contrast, cause and effect	Organizes ideas into paragraphs		Develops topic, concluding, and supporting sentences in paragraphs
					Uses organizational structures including main idea and supporting details	Attempts to establish connections among key ideas and supporting details	Establishes connections among key ideas and supporting details
					Experiments with different ways to organize text according to purpose	Organizes and reorganizes the same information and ideas in a variety of forms and genres to match purpose for writing	

			Attempts to set purpose for writing	Sets purpose for writing			
Word Choice - Enhance artistry (4.2.4) - Vocabulary and artistry (2.3.3)	Uses one word descriptors	Uses descriptive language to create a desired effect	Experiments with descriptive and figurative language to create a desired effect				Chooses descriptive and figurative language to create a desired effect
		Uses nouns, verbs, and simple adjectives to strengthen writing	Uses adjectives, adverbs, and similes to strengthen writing	Uses dialogue, prepositions, and synonyms to strengthen writing			Chooses correct comparative/superlative adjectives
			Uses new vocabulary related to personal interests of topics of study	Uses new and accurate vocabulary related to personal interests or topics of study			
						Considers connotations when choosing words	
Voice (reader-writer relationship) - Create and follow a plan (3.1.4)	Begins to engage (attracts and sustains) audience	Engages (attracts and sustains) audience					

- Prepare to create (4.1.2) - Engage audience (4.4.1)		Experiments with a variety of forms of expressions to connect purpose and audience	Uses appropriate forms of expression to connect audience and purpose				
Sentence Fluency - Enhance Artistry (4.2.4)		Writes declarative sentences	Writes interrogative, and exclamatory sentences	Writes imperative sentences			
		Models a variety of simple sentence patterns	Experiments with a variety of simple sentence patterns	Experiments with a variety of simple and compound sentence patterns	Uses simple and compound sentence patterns	Uses varied sentence lengths and structures including simple, compound, complex	Uses varied sentence lengths and structures including simple, compound, complex, and compound-complex
Conventions - Grammar & usage (4.3.1) - Spelling (4.3.2) - Capitalization & punctuation (4.3.3)		Uses nouns, pronouns, and verbs in context	Uses adjectives in context	Uses adverbs and conjunctions (and, but, or, so, because)		Uses appropriate prepositions	Uses appropriate noun-pronoun agreement

	<p>Connects some sounds to letters when writing (initial consonants)</p> <p>Copies environmental print and words of personal significance (self and family)</p>	<p>Uses a mixture of approximated and conventional spelling</p> <p>Spells sight words and words of personal significance independently</p> <p>Uses spelling strategies (environmental print, word walls) and rules (common letter combinations, etc.) to spell unfamiliar words</p>	<p>Spells an increasing number of sight words and words of personal significance independently</p> <p>Uses spelling generalizations, patterns, and structural analysis to spell familiar and unfamiliar words</p>	<p>Most common words are spelled correctly</p> <p>Uses some word structure (root words, affixes) and phonics to spell unfamiliar words</p>	<p>Increases reliance on conventional spelling and decreases reliance on approximated spelling</p> <p>Chooses correct homonyms</p>	<p>Uses predominantly conventional spelling</p>	
	<p>Uses some upper and lower case letters</p> <p>Capitalizes first letter of own name</p>	<p>Capitalizes first letter of names, pronoun "I", and the beginning of sentences</p>	<p>Capitalizes places, months of the year, days of the week, and titles</p>	<p>Applies rules of capitalization (holidays, personal titles)</p>	<p>Capitalizes first word within quotation marks</p>		

		Uses periods at the end of sentences	Sometimes uses question marks and exclamation marks at the end of sentences	Uses end punctuation	Uses quotation marks, commas, and apostrophes	Uses commas to signal subordinate clauses	Uses commas or semicolons as internal punctuation in complex sentences
				Errors do not interfere with communication			
				Lists titles and authors of sources		Cites references using authors' names in alphabetical order, titles, and publication dates	