

LANGUAGE – Writing		
Grades 1-3 1. generate, gather, and organize ideas and information to write for an intended purpose and audience.	During <i>[specific evidence, such as Writer’s Workshop period]</i> , <i>[Name]</i> independently generates and organizes <i>[his/her]</i> ideas for writing.	Continually adding to <i>[his/her]</i> writing idea book would help <i>[Name]</i> generate and organize ideas for writing.
Grades 4-6 1. generate, gather, and organize ideas and information to write for an intended purpose and audience.	<i>[Name]</i> independently generates and organizes <i>[his/her]</i> ideas for writing, as <i>[he/she]</i> did for <i>[specific evidence, such as our class newspaper]</i> .	Continually adding to <i>[his/her]</i> writing idea book would help <i>[Name]</i> generate and organize <i>[his/her]</i> ideas for writing.
Grades 7-8 1. generate, gather, and organize ideas and information to write for an intended purpose and audience.	<i>[Name]</i> independently generates and organizes <i>[his/her]</i> ideas for writing, as <i>[he/she]</i> did for <i>[specific evidence, such as our class newspaper]</i> .	Continually adding to <i>[his/her]</i> writing idea list would help <i>[Name]</i> generate and organize <i>[his/her]</i> ideas.
Grades 1-3 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.	When writing <i>[specific task, such as a recount of how to build a snowman]</i> , <i>[Name]</i> was able to successfully draft and revise <i>[his/her]</i> writing to make a <i>[snowman shape book]</i> .	Providing opportunities for <i>[Name]</i> to write at home, such as keeping a journal or writing lists or letters, would help <i>[him/her]</i> improve <i>[his/her]</i> writing.
Grades 4-6 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.	When writing <i>[specific task]</i> , <i>[Name]</i> successfully drafted and revised <i>[his/her]</i> work to create a successful final product.	<i>[Name]</i> would benefit from opportunities to write in different forms at home (e.g., letters, instructions, etc.).
Grades 7-8 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.	When writing <i>[specific task, such as a position for a class debate]</i> , <i>[Name]</i> was able to successfully draft and revise <i>[his/her]</i> writing to make <i>[a convincing argument]</i> . <i>[Name]</i> uses appropriate strategies (e.g., writing in the margin, use of sticky notes) for revising <i>[his/her]</i> writing.	Providing opportunities for <i>[Name]</i> to write at home, such as keeping a journal, writing lists or letters, would help <i>[him/her]</i> improve <i>[his/her]</i> writing. Providing <i>[Name]</i> with highlighters and sticky notes may help <i>[him/her]</i> with the revision process.
Grades 1-3 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.	<i>[Name]</i> consistently proofreads and edits <i>[his/her]</i> written work. When writing <i>[specific task, such as a letter to Santa]</i> , <i>[Name]</i> used capitalization, spelling and proper punctuation with few errors.	<i>[Name]</i> is encouraged to proofread and edit <i>[his/her]</i> written work. Using the class word wall or a dictionary would help <i>[Name]</i> check <i>[his/her]</i> spelling. Practicing using proper punctuation (especially periods and capitals) is also needed.
Grades 4-6 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct	<i>[Name]</i> carefully proofreads and edits <i>[his/her]</i> written work. When writing <i>[specific task, such as an article for the school newspaper]</i> , <i>[Name]</i> made use of an editing checklist specific to	<i>[Name]</i> is encouraged to proofread and edit <i>[his/her]</i> written work. Making use of <i>[specific tool, such as his/her personal dictionary, the class word wall, a junior dictionary]</i>

errors, refine expression, and present their work effectively.	the task to ensure the final product was of high quality.	would help <i>[Name]</i> check <i>[his/her]</i> spelling.
Grades 7-8 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.	<i>[Name]</i> thoroughly proofreads and edits <i>[his/her]</i> written work. When writing <i>[his/her]</i> <i>[specific task, such as letter to the local paper]</i> <i>[Name]</i> made use of an editing checklist to ensure all errors were corrected.	<i>[Name]</i> is encouraged to proofread and edit <i>[his/her]</i> written work more thoroughly. Using a dictionary or an electronic spelling tool would help <i>[Name]</i> improve the accuracy of <i>[his/her]</i> spelling.
Grades 1-3 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.	<i>[Name]</i> can identify <i>[his/her]</i> own strengths as a writer and is aware of what <i>[he/she]</i> could do to improve.	<i>[Name]</i> is encouraged to identify <i>[his/her]</i> own strengths as a writer, as well as what <i>[he/she]</i> could do to improve.
Grades 4-6 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.	<i>[Name]</i> can identify <i>[his/her]</i> own strengths as a writer and is aware of what <i>[he/she]</i> needs to improve. This was evident in <i>[specific evidence, such as conference, journal writing]</i> where <i>[he/she]</i> explained what strategies <i>[he/she]</i> found useful before, during, and after reading.	<i>[Name]</i> is encouraged to identify <i>[his/her]</i> own strengths as a writer, and what <i>[he/she]</i> needs to improve when writing. <i>[He/She]</i> mentioned that <i>[specific strategy, such as using a thesaurus more often]</i> would be a good idea.
Grades 7-8 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.	<i>[Name]</i> can identify <i>[his/her]</i> own strengths as a writer and is aware of what <i>[he/she]</i> needs to improve. This was explained through <i>[specific evidence, such as conversation, or his/her journal writing]</i> .	<i>[Name]</i> is encouraged to identify <i>[his/her]</i> strengths as a writer, as well as what <i>[he/she]</i> needs to improve. It may be helpful to look at some samples of <i>[Name's]</i> work together, and discuss some specific strengths and areas for improvement.