

## Kindergarten Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage I		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
K.W.01 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book ( <i>e.g.</i> , My favorite book is . . .). <b>(Essential)</b>	HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.	Narrative
	HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.	Expository
	HI-3: writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling.	Functional
	HI-5: responding to literary selections by writing simple sentences.	Literary Response
K.W.02 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>(Essential)</b>	HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.	Narrative
	HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.	Expository
K.W.03 - Use a combination of drawing, dictating, and writing to narrate a single event or	HI-2: writing expository responses using simple sentences that include sight	Expository

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<p>several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <b>(Essential)</b></p>	<p>words, CVC words, and phonetic spelling to describe, explain, or inform.</p>	
	<p>HI-3: writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling.</p>	<p>Functional</p>
<p>K.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above). <b>(Essential)</b></p> <p>AZ.K.W.04 - With guidance and support from adults, produce functional writing (e.g. classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.</p>	<p>HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.</p>	<p>Expository</p>
	<p>HI-3: writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling.</p>	<p>Functional</p>
	<p>HI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling.</p>	<p>Functional</p>
<p>K.W.05 - With guidance and support from adults, respond to questions and suggestions from</p>		

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peers and add details to strengthen writing as needed. <b>(Essential)</b>		
K.W.06 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
K.W.07 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.	Narrative
	HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.	Expository
	HI-3: writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling.	Functional
	HI-4: writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling.	Functional
	HI-5: responding to literary selections by writing simple sentences.	Literary Response
K.W.08 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	HI-1: writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.	Narrative
	HI-2: writing expository responses using simple sentences that include sight	Expository

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	HI-2: writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.	Expository
	HI-5: responding to literary selections by writing simple	Literary Response

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<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>	
<b>Writing - Stage I</b>		
<b>Standard 2: The student will identify and apply conventions of standard English in his or her communications.</b>		
	HI-1: writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.	Penmanship
	HI-2: applying letter-sound relationships to write simple CVC words and attempt more complex words.	Spelling
	HI-3: using resources throughout the classroom to spell words.	Spelling
	HI-4: using capital letters to write student's own first and last names.	Capitalization
	HI-5: using a capital letter at the beginning of sentences and proper nouns.	Capitalization

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	HI-6: using ending punctuation.	Punctuation
	HI-7: using left to right directionality in writing.	Punctuation
	HI-8: using the placing of spaces between words.	Punctuation
	HI-9: using prompt, write simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement.	Grammar/Parts of Speech
	HI-10: writing yes/no questions beginning with "to be".	Grammar/Parts of Speech
	HI-11: using interrogative sentences in a variety of writing applications.	Grammar/Parts of Speech

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage I		
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
K.W.01 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). <b>(Essential)</b>	HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)	Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-2: experimenting with writing a draft for a specific purpose.	Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
K.W.02 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>(Essential)</b>	HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)	Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
	HI-2: experimenting with writing a draft for a specific purpose.	Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
K.W.03 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred,		

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<p>and provide a reaction to what happened. <b>(Essential)</b></p>		
<p>K.W.04 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above). <b>(Essential)</b></p> <p>AZ.K.W.04 - With guidance and support from adults, produce functional writing (e.g. classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.</p>	<p>HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-2: experimenting with writing a draft for a specific purpose.</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-4: experimenting with reviewing the draft for errors in conventions including left to right, return sweep, capital letters at the beginning of sentences and names, spaces between words, and ending punctuation.</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-5: finalizing an original piece of writing for an intended audience.</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>

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<p>K.W.05 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <b>(Essential)</b></p>	<p>HI-3: revising an original draft for a specific purpose</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
<p>K.W.06 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>HI-5: finalizing an original piece of writing for an intended audience.</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
<p>K.W.07 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-2: experimenting with writing a draft for a specific purpose.</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-5: finalizing an original piece of writing for an intended audience.</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
<p>K.W.08 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>HI-1: generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)</p>	<p>Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>

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	HI-2: experimenting with writing a draft for a specific purpose.	Writing Process/Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
K.W.09 (Begins in grade 4)		
K.W.010 (Begins in grade 3)		