

Toms River Regional Schools Writing Benchmarks

Based on: NJ STATE STANDARD 3.2 (WRITING) Strands and Cumulative Progress Indicators (CPIs) K-5

Benchmarks are to be addressed by the end of the marking period indicated, with instruction to continue throughout the school year. Ongoing skills (grades K, 1 and 2) are developing and should be consistently incorporated throughout the school year.

Strand	Cumulative Progress Indicators by Grade					
	K	1	2	3	4	5
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	<p>1. Recognize that thoughts and talk can be written down in words. (2)</p> <p>2. Observe the teacher modeling writing. (ongoing)</p> <p>3. Generate and share ideas and experiences for a story. (ongoing)</p> <p>4. Attempt to put ideas into writing using pictures, (2) developmental spelling, or conventional text. (4)</p>	<p>1. Begin to generate ideas for writing through talking, sharing, and drawing. (2)</p> <p>2. Observe the modeling of writing. (ongoing)</p> <p>3. Begin to use a basic writing process to develop writing. (2)</p> <p>4. Use simple sentences to convey ideas. (2)</p>	<p>1. Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing. (ongoing)</p> <p>2. Observe the modeling of writing. (ongoing)</p> <p>3. Begin to develop an awareness of simple story structures and author's voice. (2)</p> <p>4. Use sentences to convey ideas in writing. (ongoing)</p>	<p>1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion. (1)</p> <p>2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice. (2)</p> <p>3. Use graphic organizers to assist with planning writing. (1)</p> <p>4. Compose first drafts from prewriting work. (2)</p>	<p>1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. (1)</p> <p>2. Develop an awareness of form, structure, and author's voice in various genres. (1)</p> <p>3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. (1)</p> <p>4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. (2)</p> <ul style="list-style-type: none"> • Narrative • Persuasive • Expository • Business and Friendly letter writing • Etc. 	<p>1. Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending. (1)</p> <p>2. Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph. (1)</p> <p>3. Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. (1)</p> <p>4. Develop an awareness of form, structure, and author's voice in various genres. (1)</p>

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A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	5. Write (print) own first (2) and last name. (4)	5. Increase fluency (ability to write ideas easily) to improve writing. (ongoing)	5. Maintain the use of a basic writing process to develop writing. (ongoing)	5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice. (3)	5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. (2)	5. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. (1)
	6. Participate in group writing activities such as experience stories, interactive writing, and shared writing. (ongoing)	6. Continue to use pictures, developmental spelling or conventional text to create writing drafts. (ongoing)	6. Use graphic organizers to assist with planning writing. (2)	6. Participate with peers to comment on and react to each other's writing. (2)	6. Review own writing with others to understand the reader's perspective and to consider ideas for revision. (2)	6. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. (1)
	7. Begin to sequence story events for writing using pictures, (2) developmental spelling, or conventional text. (4)	7. Revisit pictures and writings to add detail. (4)	7. Compose readable first drafts. (ongoing)	7. Build awareness of ways authors use paragraphs to support meaning. (2)	7. Review and edit work for spelling, mechanics, clarity, and fluency. (1)	7. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made. (1)
		8. Begin to mimic an author's voice and patterns. (4)	8. Use everyday words in appropriate written context. (ongoing)	8. Begin to develop author's voice in own writing. (2)	8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources. (1) <ul style="list-style-type: none"> • Instruction in both classroom and media/technology 	8. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice. (1)
		9. Begin to use a simple checklist to improve writing with teacher support. (4)	9. Reread drafts for meaning, to add details, and to improve correctness. (ongoing)	9. Use reference materials to revise work, such as a dictionary or internet/software resource. (4) <ul style="list-style-type: none"> • Instruction in both classroom and media/technology 	9. Use computer-writing applications during most of the writing process. (3) <ul style="list-style-type: none"> • Instruction in both classroom and media/technology 	9. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision. (1)
		10. Begin to use simple computer writing applications during some parts of the writing process. (4)	10. Focus on elaboration as a strategy for improving writing. (ongoing)	10. Edit work for basic spelling and mechanics. (1)	10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing. (1)	10. Review and edit work for spelling, usage, clarity, organization, and fluency. (1)

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A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)			<p>11. Participate with peers to comment on and react to each other's writing. (ongoing)</p> <p>12. Use a simple checklist to improve elements of own writing. (4)</p> <p>13. Use computer-writing applications during some parts of the writing process. (ongoing)</p>	<p>11. Use computer word-processing applications during parts of the writing process. (4)</p> <ul style="list-style-type: none"> • Instruction in both classroom and media/technology <p>12. Understand and use a checklist and/or rubric to improve writing. (2)</p> <p>13. Reflect on own writing, noting strengths and areas needing improvement. (2)</p>	<p>11. Reflect on one's writing, noting strengths and areas needing improvement. (1)</p>	<p>11. Use a variety of reference materials to revise work. (1)</p> <p>12. Use computer writing applications during the writing process. (1)</p> <ul style="list-style-type: none"> • Instruction in both classroom and media/technology <p>13. Understand and apply the elements of a scoring rubric to improve and evaluate writing. (1)</p> <ul style="list-style-type: none"> • Use NJ Stat holistic scoring rubric. <p>14. Reflect on own writing, noting strengths and setting goals for improvement. (1)</p>

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B. Writing as a Product (resulting in work samples)	<p>1. Show and talk about work samples containing pictures, (2) developmental spelling, or conventional text. (4)</p> <p>2. Begin to collect favorite work samples to place in personal writing folder. (ongoing)</p> <ul style="list-style-type: none"> Place one independently written sample in student's permanent reading folder (4) 	<p>1. Produce finished writings to share with class and/or for publication. (2)</p> <p>2. Produce stories from personal experiences. (4)</p> <p>3. Show and talk about own writing for classroom audience. (2)</p> <p>4. Collect favorite works to place in personal writing folder. (ongoing)</p> <ul style="list-style-type: none"> Place one independently written sample in student's permanent reading folder. (4) 	<p>1. Produce finished writings to share with classmates and/or for publication. (ongoing)</p> <p>2. Produce stories from personal experiences. (ongoing)</p> <p>3. Produce a narrative with a beginning, middle, and end. (4)</p> <p>4. Write nonfiction pieces, such as letters, procedures, biographies, or simple reports. (4)</p> <p>5. Organize favorite work samples in a writing folder or portfolio. (ongoing)</p> <ul style="list-style-type: none"> Place one independently written, holistically scored (rubric attached) sample in student's permanent reading folder. (4) 	<p>1. Write a descriptive piece, such as a description of a person, place, or object. (1)</p> <p>2. Write a narrative piece based on personal experiences. (1)</p> <p>3. Write a nonfiction piece and/or simple informational report across the curriculum. (2)</p> <p>4. Present and discuss writing with other students. (2)</p> <p>5. Apply elements of grade-appropriate rubrics to improve writing. (2)</p>	<p>1. Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience. (1)</p> <p>2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information. (2)</p> <p>3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue. (2)</p> <p>4. Build knowledge of the characteristics and structures of a variety of genres. (1)</p> <p>5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. (1)</p>	<p>1. Expand knowledge of characteristics and structures of selected genres. (1)</p> <p>2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based) (2)</p> <p>3. Write grade appropriate, multi-paragraph, expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports). (4)</p> <p>4. Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements. (2)</p> <p>5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. (1)</p>

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<p>B. Writing as a Product (resulting in work samples)</p>				<p>6. Develop a collection of writings (e.g., a literacy folder or portfolio). (4)</p> <ul style="list-style-type: none"> • Place two independently written, holistically scored (rubric attached) samples in student's permanent reading folder - (2) personal narrative, and (4) expository 	<p>6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words. (1)</p> <p>7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing. (1)</p> <p>8. Improve the clarity of writing by rearranging words, sentences, (1) and paragraphs. (2)</p> <p>9. Examine real world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles. (1)</p> <p>10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas. (1)</p> <p>11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. (1)</p>	<p>6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately. (1)</p> <p>7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. (1)</p> <p>8. Prepare a works consulted page for reports or research papers. (3)</p> <p>9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. (1)</p> <p>10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. (1)</p>

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C. Mechanics, Spelling, and Handwriting	<p>1. Use letter/sound knowledge in attempting to write (print) some words. (4)</p> <p>2. Spell own name, first and last. (4)</p> <p>3. Recognize and begin to use left-to-right and top-to-bottom directionality (2) and spacing between words (4) when writing.</p> <p>4. Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes. (ongoing)</p> <p>5. Write all letters of the alphabet (uppercase and lowercase) from teacher copy. (4)</p>	<p>1. Write all letters (upper and lowercase) of the alphabet from memory. (2)</p> <p>2. Begin to use basic punctuation and capitalization. (2)</p> <p>3. Apply sound/symbol relationships to writing words. (2)</p> <p>4. Use developmental spelling or phonics-based knowledge to spell independently, when necessary. (ongoing)</p> <p>5. Develop awareness of conventional spelling. (ongoing)</p>	<p>1. Use correct end point punctuation. (2)</p> <p>2. Apply basic rules of capitalization. (2)</p> <p>3. Use correct spelling of some high frequency words. (ongoing)</p> <p>4. Apply sound/symbol relationships to writing words. (ongoing)</p> <p>5. Recognize and apply basic spelling patterns. (ongoing)</p>	<p>1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling. (1)</p> <p>2. Use grade-appropriate knowledge of English grammar and usage to craft writing: singular and plural nouns, subject/verb agreement, appropriate parts of speech. (1)</p> <p>3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation. (1)</p> <p>4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words. (1)</p> <p>5. Write legibly in manuscript and cursive to meet district standards. (4)</p> <ul style="list-style-type: none"> • Cursive writing instruction, including capital letters, lowercase letters and words, is ongoing throughout the third grade. 	<p>1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. (1)</p> <ul style="list-style-type: none"> • Continue to emphasize cursive writing. <p>2. Use increasingly complex sentence structure and syntax to express ideas. (2)</p> <p>3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses. (1)</p> <p>4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue. (1)</p> <p>5. Use capital letters correctly in sentences, for proper nouns, and in titles. (1)</p>	<p>1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. (1)</p> <ul style="list-style-type: none"> • Continue to emphasize cursive writing <p>2. Use increasingly complex sentence structure and syntax to express ideas. (1)</p> <p>3. Use knowledge of English grammar and usage to express ideas effectively. (1)</p> <p>4. Use correct capitalization and punctuation, including commas and colons, throughout writing. (1)</p> <p>5. Use quotation marks and related punctuation correctly in passages of dialogue. (1)</p>

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<p>C. Mechanics, Spelling, and Handwriting</p>		<p>6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words. (2)</p>	<p>6. Write legibly to meet district standards. (4)</p> <ul style="list-style-type: none"> • Begin teaching cursive letters in the third marking period. 		<p>6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. (1)</p> <p>7. Indent in own writing to show the beginning of a paragraph. (1)</p> <p>8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones. (1)</p> <p>9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing. (1)</p> <p>10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work. (1)</p> <ul style="list-style-type: none"> • Instruction in both classroom and media/technology <p>11. Write legibly in manuscript and cursive to meet district standards. (1)</p> <ul style="list-style-type: none"> • Continue to emphasize cursive writing 	<p>6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing. (1)</p> <p>7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. (1)</p> <p>8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling. (1)</p> <p>9. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work. (1)</p> <ul style="list-style-type: none"> • Instruction in both classroom and media/technology <p>10. Write legibly in manuscript or cursive to meet district standards. (1)</p> <ul style="list-style-type: none"> • Continue to emphasize cursive writing.

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D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)	<p>1. Communicate personal response to literature through drawing, telling, or writing. (ongoing)</p> <p>2. Show and talk about favorite work samples (drawing or writing) with teacher and family. (ongoing)</p>	<p>1. Create written texts for others to read. (ongoing)</p> <p>2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text. (ongoing)</p>	<p>1. Create written texts for others to read. (ongoing)</p> <p>2. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas. (4)</p> <p>3. Use writing as a tool for learning (self-discovery, reflection). (ongoing)</p> <p>4. Use reading and technology to support writing. (4)</p> <p>5. Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports. (4)</p>	<p>1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community). (4)</p> <p>2. Develop fluency by writing daily and for sustained amounts of time. (1)</p> <p>3. Generate ideas for writing in a variety of situations and across the curriculum. (1)</p> <p>4. Write to express thoughts and ideas, to share experiences, and to communicate socially. (ongoing)</p> <p>5. Write the events of a story sequentially. (2)</p> <p>6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative. (2)</p>	<p>1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community). (2)</p> <p>2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection. (1)</p> <p>3. Develop independence by setting self-selected purposes and generating topics for writing. (3)</p> <p>4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry). (4)</p> <p>5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. (4)</p> <p>6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text. (3)</p>	<p>1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community). (1)</p> <p>2. Gather, select, and organize information appropriate to a topic, task, and audience. (1)</p> <p>3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, (1) critiques, and everyday/workplace writing. (3)</p> <p>4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples. (2)</p> <p>5. Use transitions between and within paragraphs. (1)</p> <p>6. Organize paragraphs using topic sentences. (1)</p>

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<p>D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)</p>				<p>7. Respond to literature through writing to demonstrate an understanding of a text. (ongoing)</p> <p>8. Write narrative text (e.g., realistic, humorous, etc.). (2)</p> <p>9. Write non-fiction text (e.g., reports, procedures, and letters). (2)</p>	<p>7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events. (1)</p> <p>8. Write informational reports that frame a topic, include facts and details, and draw information from several sources. (2)</p> <p>9. Write formal (4) and informal letters (1) for a variety of audiences and purposes.</p> <p>10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect. (1)</p> <p>11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature. (2)</p> <p>12. Use relevant graphics in writing (e.g., maps, charts, illustrations). (1)</p>	<p>7. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. (1)</p> <p>8. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). (1)</p> <p>9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page. (4)</p> <p>10. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. (2)</p> <p>11. Demonstrate the ability to write friendly/business letters in correct format and coherent style. (2)</p> <p>12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. (1)</p>

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<p>D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)</p>					<p>13. Demonstrate the development of a personal style and voice in writing. (2)</p> <p>14. Review scoring criteria of a writing rubric. (1)</p> <p>15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).</p> <ul style="list-style-type: none"> • Place two independently written, holistically scored (rubric attached) samples in student's permanent reading folder – (2) development of character traits, and (4) persuasive. 	<p>13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. (2)</p> <p>14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). (1)</p> <p>15. Demonstrate the development of a personal style and voice in writing. (1)</p> <p>16. Review scoring criteria of relevant rubrics. (1)</p> <p>17. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).</p> <ul style="list-style-type: none"> • Place two independently written, holistically scored (rubric attached) in students permanent reading folder – (2) persuasive, and (4) responding to poetry.

