

## Standard 2. Reading Process/Writing Process

<b>Standard 2. Reading Process/Writing Process</b> Students will use recursive processes when reading and writing.		
<b>Reading Foundations</b> Students will develop foundational skills for future reading success by working with sounds, letters, and text.		
Pre-K	2.PK.RF.1	<b>Phonological Awareness</b> Students will demonstrate their understanding of sounds in oral language.
	2.PK.F..1.A	With guidance and support, students will distinguish words in a sentence.
	2.PK.RF.1.B	With guidance and support, students will begin to hear and identify syllables in spoken words.
	2.PK.RF.1.C	With guidance and support, students will begin to identify spoken words that rhyme.
	2.PK.RF.1.D	With guidance and support, students will begin to identify beginning sounds in spoken words
	2.PK.RF.1.E	With guidance and support, students will begin to identify the same beginning sounds in a set of words (alliteration).
	2.PK.RF.1.F	With guidance and support, students will begin to identify onsets and rimes in one syllable words.
	2.PK.RF.2	<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
	2.PK.RF.2.A	With guidance and support, students will understand that print carries a message by recognizing labels, signs and other print in the environment.
	2.PK.RF.2.B	With guidance and support, students will begin to demonstrate correct book orientation and identify the front and back covers of a book.
	2.PK.RF.2.C	With guidance and support, students will point to show their understanding that written words are made up of letters and are separated by spaces.
	2.PK.RF.2.D	With guidance and support, students will begin to understand that print moves from top to bottom, left to right and front to back.
	2.PK.RF.2.E	With guidance and support, students will recognize punctuation marks in print during shared reading.
	2.PK.RF.3	<b>Decoding: Phonics, Word Recognition and Structural Analysis</b> Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
	2.PK.RF.3.A	With guidance and support, students will name the majority of the letters in their first name and many uppercase and lowercase letters.
	2.PK.RF.3.B	With guidance and support, students will produce some sounds represented by letters.

	2.PK.RF.4	<b>Fluency</b> Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
	2.PK.RF.4.A	Students will identify first name in print.
K	2.K.RF.1	<b>Phonological Awareness</b> Students will demonstrate their understanding of sounds in oral language.
	2.K.RF.1.A	Students will distinguish words in a sentence.
	2.K.RF.1.B	Students will <b>hear</b> , identify and count syllables in spoken words.
	2.K.RF.1.C	Students will identify and produce pairs of rhyming words.
	2.K.RF.1.D	Students will identify beginning and ending sounds in spoken words.
	2.K.RF.1.E	Students will identify the same beginning sounds in a set of words (alliteration).
	2.K.RF.1.F	Students will identify onsets and rimes in one syllable words.
	2.K.RF.1.G	Students will segment sounds in one syllable words with 2 or 3 phonemes.
	2.K.RF.1.H	Students will blend sounds (phonemes) in words with 2 or 3 phonemes.
	2.K.RF.2	<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
	2.K.RF.2.A	Students will demonstrate their understanding that print carries a message by recognizing labels, signs and other print in the environment.
	2.K.RF.2.B	Students will demonstrate correct book orientation and identify (by pointing) the title and the front and back covers of a book.
	2.K.RF.2.C	Students will point to show that written words are made up of letters and are separated by spaces.
	2.K.RF.2.D	Students will point to show that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).
	2.K.RF.2.E	Students will identify punctuation (e.g., period, exclamation mark, question mark).
	2.K.RF.3	<b>Decoding: Phonics, Word Recognition and Structural Analysis</b> Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
	2.K.RF.3.A	Students will name all uppercase and lowercase letters.
	2.K.RF.3.B	Students will produce the primary sound, or most frequent sounds, for each consonant and the short vowel sounds.
	2.K.RF.3.C	Students will blend letter sounds to <b>decode</b> simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (VCV) words.

**Comment [1]:** These standards were numbered straight through from PreK. I am starting again here with #1

	<b>2.K.RF.4</b>	<b>Fluency</b> Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level..
	<b>2.K.RF.4.A</b>	Students will Identify first and last name in print.
	<b>2.K.RF.B</b>	Students will read some common high frequency words by sight.
<b>1st</b>	<b>2.1.RF.1</b>	<b>Phonological Awareness</b> Students will demonstrate their understanding of sounds in oral language.
	<b>2.1.RF.1.A</b>	This standard does not extend into first grade.
	<b>2.1.RF.1.B</b>	Students will hear, identify and count syllables in spoken words.
	<b>2.1.RF.1.C</b>	Students will identify and produce groups of rhyming words.
	<b>2.1.RF.1.D</b>	Students will identify beginning, middle and ending sounds in a word.
	<b>2.1.RF.1.E</b>	This standard does not extend into first grade.
	<b>2.1.RF.1.F</b>	Students will identify onsets and rimes in one syllable words
	<b>2.1.RF.1.G</b>	Students will segment sounds (phonemes) in one syllable words.
	<b>2.1.RF.1.H</b>	Students will blend sounds (phonemes) in one syllable words.
	<b>2.1.RF.1.I</b>	With guidance and support as necessary, students will add, delete, or substitute sounds (phonemes) in a word.
	<b>2.1.RF.2</b>	<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
	<b>2.1.RF.2.A</b>	This standard does not extend into first grade.
	<b>2.1.RF.2.B</b>	Students will demonstrate correct book orientation and identify front and back cover of book, title page and title.
	<b>2.1.RF.2.C</b>	This standard does not extend into first grade.
	<b>2.1.RF.2.D</b>	Students will track print with finger to match voice and show that print moves across the page from top to bottom, left to right, and front to back.
	<b>2.1.RF.2.E</b>	Students will identify punctuation (e.g., period, exclamation mark, question mark, comma, quotation mark).
	<b>2.1.RF.3</b>	<b>Decoding: Phonics, Word Recognition and Structural Analysis</b> Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
	<b>2.1.RF.3.A</b>	This standard does not extend into first grade.

**Comment [2]:** I have also added rows with this statement to show where some standards don't exist in certain grades so that we can keep the standards aligned by number and letter across grade levels.

<b>2.1.RF.3.B</b>	Students will produce the primary sound, or most frequent sounds, for each consonant and the short vowel sounds.
<b>2.1.RF.3.C</b>	Students will decode phonetically regular words by using their knowledge of:
<b>2.1.RF.3.C.1</b>	-single consonants
<b>2.1.RF.3.C.2</b>	-consonant blends (Examples: bl, br, cr)
<b>2.1.RF.3.C.3</b>	-consonant digraphs and trigraphs (Examples:sh, -tch)
<b>2.1.RF.3.C.4</b>	-vowel sounds:
<b>2.1.RF.3.C.4.a</b>	-long
<b>2.1.RF.3.C.4.b</b>	-short
<b>2.1.RF.3.C.4.c</b>	-r- controlled vowels (Examples: or, ar).
<b>2.1.RF.3.C.5</b>	-vowel spelling patterns:
<b>2.1.RF.3.C.5.a</b>	-vowel digraphs (Examples: ea, oa, ee)
<b>2.1.RF.3.C.5.b</b>	-vowel- consonant- silent-e (Example: lake)
<b>2.1.RF.3.D</b>	Students will apply knowledge of structural analysis to decode words:
<b>2.1.RF.3.D.1</b>	-most major syllable patterns (Examples: closed, open, vowel team, vowel silent e, r-controlled)
<b>2.1.RF.3.D.2</b>	-inflectional endings (Example,-s, -ed, -ing)
<b>2.1.RF.3.D.3</b>	-compound words
<b>2.1.RF.3.D.4</b>	-contractions
<b>2.1.RF.3.E</b>	Students will read words in common word families.
<b>2.1.RF.3.F</b>	Students will demonstrate use of decoding skills in context when reading new words in a text.
<b>2.1.RF.4</b>	<b>Fluency</b> Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
<b>2.1.RF.4.A</b>	This standard does not extend into first grade.
<b>2.1.RF.4.B</b>	Students will read high frequency and/or common irregularly spelled words with automaticity in text.

	<b>2.1.RF.4.C</b>	Students will orally read appropriately leveled text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.
<b>2nd</b>	<b>2.2.RF.1</b>	<b>Phonological Awareness</b> Students will demonstrate their understanding of sounds in oral language.
	<b>2.2.RF.1.A- 2.2.RF.A.H</b>	These standards do not extend into second grade.
	<b>2.2.RF.1.I</b>	Students will add, delete, or substitute phonemes in words.
	<b>2.2.RF.2</b>	<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories. <i>If print concepts skills are not mastered, students will address skills from previous grades.</i>
	<b>2.2.RF.3</b>	<b>Decoding: Phonics, Word Recognition and Structural Analysis</b> Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
	<b>2.2.RF.3.A</b>	This standard does not extend into second grade.
	<b>2.2.RF.3.B</b>	This standard does not extend into second grade.
	<b>2.2.RF.3.C</b>	Students will decode one and two- syllable words by using their knowledge of:
	<b>2.2.RF.3.C.1</b>	-single consonants, including those with two different sounds (Examples: soft and hard c (cent, cat) and g (gem/goat)
	<b>2.2.RF.3.C.2</b>	-consonant blends (Examples: bl, br, cr)
	<b>2.2.RF.3.C.3</b>	-consonant digraphs and trigraphs. (sh, -tch)
	<b>2.2.RF.3.C.4</b>	-vowel sounds:
	<b>2.2.RF.3.C.4. a</b>	-long
	<b>2.2.RF.3.C.4. b</b>	-short
	<b>2.2.RF.3.C.4. c</b>	-r- controlled vowels (Examples: or, ar)
	<b>2.2.RF.3.C.5</b>	-vowel spelling patterns:
	<b>2.2.RF.3.C.5. a</b>	-vowel digraphs (Examples: ea, oa, ee)
	<b>2.2.RF.3.C.5. b</b>	-vowel- consonant- silent-e (Example: lake)
	<b>2.2.RF.3.C.5. c</b>	-vowel diphthongs (vowel combinations having two vowel sounds - Example oi as in boil, oy as in boy).

	<b>2.2.RF.3.D</b>	Students will apply knowledge of structural analysis to decode words:
	<b>2.2.RF.3.D.1</b>	-all major syllable patterns (Examples: closed, consonant +le, open, vowel team, vowel silent e, r-controlled)
	<b>2.2.RF.3.D.2</b>	-inflectional endings (Example,-s, -ed, -ing)
	<b>2.2.RF.3.D.3</b>	-compound words
	<b>2.2.RF.3.D.4</b>	-contractions
	<b>2.2.RF.3.D.5</b>	-abbreviations
	<b>2.2.RF.3.D.6</b>	-common roots and related prefixes and suffixes
	<b>2.2.RF.3.E</b>	Students will read words in common word families.
	<b>2.2.RF.3.F</b>	Students will demonstrate use of decoding skills in context when reading new words in a text.
	<b>2.2.RF.4</b>	<b>Fluency</b> Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
	<b>2.2.RF.4.A</b>	This standard does not extend into second grade.
	<b>2.2.RF.4.B</b>	Students will read high frequency and/or common irregularly spelled words with automaticity in text.
	<b>2.2.RF.4.C</b>	Students will orally read grade-appropriate text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.
<b>3rd</b>	<b>2.3.RF.1</b>	<b>Phonological Awareness</b> Students will demonstrate their understanding of sounds in oral language.
		<i>These standards do not extend into third grade. If phonological awareness skills are not mastered, students will address skills from previous grades.</i>
	<b>2.3.RF.2</b>	<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
		<i>These standards do not extend into third grade. If print concepts skills are not mastered, students will address skills from previous grades.</i>
	<b>2.3.RF.3</b>	<b>Decoding: Phonics, Word Recognition and Structural Analysis</b> Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
	<b>2.3.RF.3.A</b>	This standard does not extend into third grade.
	<b>2.3.RF.3.B</b>	This standard does not extend into third grade.

	<b>2.3.RF.3.C</b>	Students will decode multisyllabic words using their knowledge of:
	<b>2.3.RF.3.C1 - 4.b;</b> <b>2.3.RF.3.C.5 a-b</b>	These standards do not extend into third grade. <i>If these decoding skills are not mastered, students will address skills from previous grades.</i>
	<b>2.3.RF.3.C.4. c</b>	-r-controlled vowels
	<b>2.3.RF.3.C.5. c</b>	-vowel diphthongs (vowel combinations having two vowel sounds - Example oi as in boil, oy as in boy).
	<b>2.3.RF.3.D</b>	Students will apply knowledge of structural analysis to decode words:
	<b>2.3.RF.3.D.1</b>	-all major syllable patterns
	<b>2.3.RF.3.D.2</b>	This standard does not extend into third grade.
	<b>2.3.RF.3.D.3</b>	This standard does not extend into third grade.
	<b>2.3.RF.3.D.4</b>	-contractions
	<b>2.3.RF.3.D.5</b>	-abbreviations
	<b>2.3.RF.3.D.6</b>	-common roots and related prefixes and suffixes
	<b>2.3.RF.3.E</b>	This standard does not extend into third grade.
	<b>2.3.RF.3.F</b>	Students will demonstrate use of decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
	<b>2.3.RF.4</b>	<b>Fluency</b> Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
	<b>2.3.RF.4.A</b>	This standard does not extend into third grade.
	<b>2.3.RF.4.B</b>	Students will read high frequency and/or irregularly spelled words with automaticity in text.
	<b>2.3.RF.4.C</b>	Students will orally read grade-appropriate text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.
<b>4th</b>	<b>2.4.RF.1</b>	<b>Phonological Awareness</b> Students will demonstrate their understanding of sounds in oral language.
		This standard does not extend into fourth grade.
	<b>2.4.RF.2</b>	<b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

		This standard does not extend into fourth grade.
	<b>2.4.RF.3</b>	<b>Decoding: Phonics, Word Recognition and Structural Analysis</b> Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
	<b>2.4.RF.3.A-E</b>	These standards do not extend into fourth grade.
	<b>2.4.RF.3.F</b>	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words, in context.
	<b>2.4.RF.4</b>	<b>Fluency</b> Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
	<b>2.4.RF.4.A</b>	This standard does not extend into fourth grade.
	<b>2.4.RF.4.B</b>	Students will read high frequency and irregularly spelled words with automaticity in text.
	<b>2.4.RF.4.C</b>	Students will orally read grade-appropriate text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.
<b>Reading</b>		
Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives to create meaning.		
<b>Pre-K</b>	<b>2.PK.R.1.A</b>	With guidance and support, students will begin to use prereading skills and strategies (examples: activate prior knowledge and/or picture walk).
	<b>2.PK.R.1.B</b>	With guidance and support, students will answer questions about texts during shared reading.
	<b>2.PK.R.2</b>	With guidance and support, students will retell or reenact major events in a text.
<b>K</b>	<b>2.K.R.1.A</b>	With guidance and support, students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk).
	<b>2.K.R.1.B</b>	With guidance and support, students will ask and answer questions about texts during shared reading.
	<b>2.K.R.2.A</b>	With guidance and support, students will identify the topic of a nonfiction text.
	<b>2.K.R.2.B</b>	With guidance and support, students will sequence events of a text (beginning, middle, and end)
	<b>2.K.R.2.C</b>	With guidance and support, students will retell or reenact major events in a text.
<b>1st</b>	<b>2.1.R.1.A</b>	Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.
	<b>2.1.R.1.B</b>	Students will ask and answer who, what, where, and when questions during shared or independent reading.
	<b>2.1.R.2.A</b>	Students will identify the main idea of a text.
	<b>2.1.R.2.B</b>	Students will sequence events of a text

**Comment [3]:** I moved the comprehension standards here to progress into the 5-12 ones and tried to number them to match. I don't know if we need an overall 1 and 2 for each grade levels PK-4, but I thought for now I would leave it like this.

	<b>2.1.R.2.C</b>	Students will retell or reenact major events in a text.
<b>2nd</b>	<b>2.2.R.1.A</b>	Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.
	<b>2.2.R.1.B</b>	Students will ask and answer who, what, where, and when questions during reading.
	<b>2.2.R.2.A</b>	Students will identify the main idea and supporting details of a text.
	<b>2.2.R.2.B</b>	Students will sequence events of a text.
	<b>2.2.R.2.C</b>	Students will retell major events in a text focusing on important details.
<b>3rd</b>	<b>2.3.R.1.A</b>	Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.
	<b>2.3.R.1.B</b>	Students will ask and answer literal questions, using the text to support answers.
	<b>2.3.R.2.A</b>	Students will identify the main idea and key supporting details of a passage.
	<b>2.3.R.2.B</b>	Students will summarize major events in a text.
<b>4th</b>	<b>2.4.R.1.A</b>	Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.
	<b>2.4.R.1.B</b>	Students will ask and answer literal questions, using the text to support answers.
	<b>2.4.R.2.A</b>	Students will describe how key details support the main idea of a passage
	<b>2.4.R.2.B</b>	Students will summarize major events in a text.
<b>5th</b>	<b>2.5.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create meaning.
	<b>2.5.R.2</b>	Students will identify genre, connect and respond to texts, and provide an objective summary, including main idea and supporting details.
<b>6th</b>	<b>2.6.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create meaning.
	<b>2.6.R.2</b>	Students will identify genre, connect and respond to texts, and provide an objective summary and paraphrase.
<b>7th</b>	<b>2.7.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
	<b>2.7.R.2</b>	Students will identify genre, connect and respond to texts, provide an objective summary, paraphrase and generalize with support.
<b>8th</b>	<b>2.8.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.

	<b>2.8.R.2</b>	Students will identify genre, connect and respond to texts, summarize, paraphrase, and generalize.
<b>9th</b>	<b>2.9.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
	<b>2.9.R.2</b>	Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.
<b>10th</b>	<b>2.10.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
	<b>2.10.R.2</b>	Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.
<b>11th</b>	<b>2.11.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
	<b>2.11.R.2</b>	Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.
<b>12th</b>	<b>2.12.R.1</b>	Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
	<b>2.12.R.2</b>	Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.

**Reading Process standards extend into other standards.**

**Writing (Speaking)**

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

<b>Pre-K</b>	<b>2.PK.W.1</b>	With guidance and support, students will begin to use appropriate grip to hold a writing utensil when drawing or writing.
	<b>2.PK.W.2</b>	With guidance and support, students will write the majority of the letters in their first name and some uppercase and lowercase letters.
	<b>2.PK.W.3</b>	With guidance and support, students will express themselves through drawing and emergent writing.
<b>K</b>	<b>2.K.W.1</b>	Students will use appropriate grip to hold a writing utensil when drawing, or writing.
	<b>2.K.W.2.A</b>	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.
	<b>2.K.W.2.B</b>	With guidance and support, students will begin to use appropriate spacing between letters and words.
	<b>2.K.W.3.A</b>	With guidance and support, students will express themselves through drawing and emergent writing.
	<b>2.K.W.3.B</b>	Students will use letter sound knowledge to write simple messages and words, which accurately represent at least the initial sounds.

**Comment [4]:** I made some changes to the numbering of the standards here to group ones that went together for drafting, etc. . . .the way I see these I could see the 5-12 be written with 1 and 2 saying "these don't extend to this grade" as their standard seems to match up to #3 in the lower grades, but I won't change that at the moment. Perhaps some of the others can weigh in there.

<b>1st</b>	<b>2.1.W.1</b>	Students will use appropriate grip to hold a writing utensil when drawing, or writing.
	<b>2.1.W.2.A</b>	Students will correctly form letters to write their first and last name and all uppercase and lowercase letters.
	<b>2.1.W.2.B</b>	Students will use appropriate spacing between letters, words, and sentences.
	<b>2.1.W.2.C</b>	With guidance and support, students will indent paragraphs.
	<b>2.1.W.3.A</b>	With guidance and support, students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).
	<b>2.1.W.3.B</b>	Students will use letter sound knowledge to construct known words during the drafting process.
	<b>2.1.W.4</b>	During editing, students will correctly spell grade-appropriate, highly decodable words (examples: cup, like, cart) and common, irregularly spelled sight words (Example: the).
	<b>2.1.W.5</b>	Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook).
<b>2nd</b>	<b>2.2.W.1</b>	This standard does not extend into second grade.
	<b>2.2.W.2</b>	Students will correctly form letters and use appropriate spacing for letters, words, and sentences.
	<b>2.2.W.3.A</b>	Students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).
	<b>2.2.W.3.B</b>	Students will write declarative, interrogative, imperative, and exclamatory sentences.
	<b>2.2.W.3.C</b>	Students will use letter sound knowledge to construct known words during the drafting process.
	<b>2.2.W.4</b>	During editing, students will apply graphemes and word patterns to correctly spell grade-appropriate words.
	<b>2.2.W.5</b>	Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook, dictionaries).
<b>3rd</b>	<b>2.3.W.1</b>	This standard does not extend into third grade.
	<b>2.3.W.2</b>	Students will correctly form letters in print or cursive and use appropriate spacing for letters, words, and sentences.
	<b>2.3.W.3.A</b>	Students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).
	<b>2.3.W.3.B</b>	Students will write declarative, interrogative, imperative, and exclamatory sentences.
	<b>2.3.W.3.C</b>	Students will use letter sound knowledge to construct known words during the drafting process.
	<b>2.3.W.4</b>	During editing, students will apply graphemes and word patterns to correctly spell grade-appropriate words.
	<b>2.3.W.5</b>	Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook, print and electronic dictionaries).

<b>4th</b>	<b>2.4.W.1</b>	This standard does not extend into fourth grade
	<b>2.4.W.2</b>	Students will correctly form letters in print or cursive and use appropriate spacing for letters, words, and sentences.
	<b>2.4.W.3.A</b>	Students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).
	<b>2.4.W.3.B</b>	Students will write declarative, interrogative, imperative, and exclamatory sentences.
	<b>2.4.W.4.B</b>	Students will use letter sound knowledge to construct known words during the drafting process.
	<b>2.4.W.5</b>	During editing, students will apply graphemes and word patterns to correctly spell grade-appropriate words.
	<b>2.4.W.6</b>	Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook, print and electronic dictionaries and spell-check.).
<b>5th</b>	<b>2.5.W.1</b>	Students will use a recursive writing process to write for multiple purposes in all modes with a focus on narrative.
<b>6th</b>	<b>2.6.W.1</b>	Students will use a recursive writing process to write in all modes with a focus on opinion.
<b>7th</b>	<b>2.7.W.1</b>	Students will use a recursive writing process to write in all modes with a focus on informational.
<b>8th</b>	<b>2.8.W.1</b>	Students will use a recursive writing process to write in all modes with a focus on argument.
<b>9th</b>	<b>2.9.W.1</b>	Students will use a recursive writing process to write in all modes with a focus on narrative and informational.
<b>10th</b>	<b>2.10.W.1</b>	Students will use a recursive writing process to write in all modes with a focus on argument and informational
<b>11th</b>	<b>2.11.W.1</b>	Students will use a recursive writing process to write in multiple modes: argument, informational, and narrative, blending when appropriate.
<b>12th</b>	<b>2.12.W.1</b>	Students will use a recursive writing process to write in multiple modes: argument, informational, and narrative, blending when appropriate.