

Garfield Elementary School 2015-2016
“I Can...” - WRITING Standards

Use the California Common Core State Standards (CCSS) in **Writing Standards** to come to an agreement with your grade level on **FOUR skills** that students will have upon **exiting** your grade level this school year. Write each standard in student-friendly language, and begin with, “ *I can*”

	KINDER.	1st	2nd	3rd	4th	5th	6th	7th	8th
TEXT TYPES & PURPOSES	I can draw, dictate, and write about my opinion, information, and a single event.	I can draw and write opinion, informational and narrative pieces supported with a reason and provide closure.	I can write opinion, informational and narrative pieces that are supported with appropriate reasons, facts details.	I can write opinion, informational, and narrative pieces that are supported with evidence, express my ideas clearly, and write detailed paragraphs.	I can write multi-paragraph opinion, narrative, and informative writings using evidences and reasons to support my ideas clearly.	I can write opinions with reasons, write informative texts with clarity, and write narratives effectively with details and clear sequence.	I can write argumentative, informative/explanatory, and narrative pieces with relevant details and evidence.	I can write argumentative, informative, and narrative pieces that are supported with relevant evidence and details.	I can write arguments and narratives that are supported with relevant evidence and details, as well as informative/explanatory pieces, including career development documents.
PRODUCTION & DISTRIBUTION OF WRITING	With help, I can improve my writing and publish using the computer.	With guidance from adults and peers, I can collaborate to add details to strengthen my piece and publish using technology.	With guidance of an adult or peer, I can write, strengthen, revise, edit and publish my piece, with the use of technology.	I can with guidance from an adult or peer organize my thoughts in various types of writing for the appropriate audience while integrating technology.	I can, with guidance from an adult or peer, produce clear and coherent writing by following the writing process and publishing with the use of technology.	I can produce clear and coherent writing by completing the writing process and publish using a computer.	Working with adults and peers, and using technology, I can produce writing that is clear, coherent, organized, and appropriate to the task.	I can use the writing process to write for a specific audience and purpose, utilizing technology for research and development, to produce the final product.	I can produce clear and coherent writing by collaborating and using technology, including the Internet.
RESEARCH TO BUILD & PRESENT KNOWLEDGE	With help, I can explore, write, and share information.	I can participate in gathering information from different resources to answer a question.	I can research, recall and gather information from many sources, including experiences, to produce a	I can research, build knowledge, and take brief notes from various information including text	I can research relevant information using technology or print for a specific topic. Then, with	I can write short research projects routinely by recalling and gathering information from	I can complete short research projects to gather relevant information and evidence from multiple	I can conduct research to gather relevant information from credible sources to complete a short research	I can conduct short research projects in which I analyze and reflect on information gathered from multiple sources

Garfield Elementary School 2015-2016
“I Can...” - WRITING Standards

			report.	and media on a particular topic.	guidance, produce a report on the topic.	multiple sources with evidence to support my findings.	sources, including both digital and print media, to support my writing.	project.	that are relevant and credible.
RANGE OF WRITING	(Begins in Grade 2)	(Begins in Grade 2)	I can write daily on a range of genres for specific tasks, purposes and audiences.	I can use the writing process on daily basis for a variety of writings considering the audience and purpose.	I can continue to write daily using the writing process on a range of genres for specific tasks, purposes and audiences.	I can gradually write more over extended periods of time in a variety of genres.	I can write routinely over shorter and longer time frames depending on the tasks and contexts.	I can write regularly to a focused task across the curriculum for a targeted audience.	I can write routinely over extended time frames and shorter time frames, depending on the writing task.