



**LOS ANGELES UNIFIED SCHOOL DISTRICT –OFFICE OF EARLY LANGUAGE AND LITERACY  
PRE K –2 PROGRESSIONS- WRITING STANDARDS**

<b>At about 48 months</b>	<b>At around 60 months</b>	<b>By the end of Kindergarten</b>	<b>By the end of 1st Grade</b>	<b>By the end of 2nd Grade</b>
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.			
		<b>Text Types and Purposes</b>		
1.2 Write using scribbles that are different from pictures.	1.2 Writes letter or letter-like shapes to represent words or ideas.	1. Use a combination of drawing, dictating, and writing to compose ideas, 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 . . .).	1. Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
		2. 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.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		3. 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, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a self-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
1.3 Write marks to represent own name.	1.3 Writes first name nearly correctly.	<b>Production and Distribution of Writing</b>		
		5. With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
		6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		<b>Research to Build and Present Knowledge</b>		
		7. Participate in shared research and writing projects.	7. Participate in shared research and writing projects.	7. Participate in shared research and writing projects.
		8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.