



Grade: Kindergarten			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Kindergarten, Standard 1	Text Types and Purposes	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.	<u>K.W.1 State an Opinion about Book</u> <STUDENT> will use a combination of drawing, dictating, and/or writing to state an opinion about a book or a topic <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Kindergarten, Standard 2	Text Types and Purposes	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.	<u>K.W.2 Compose Informative/Explanatory Sentences about a Topic</u> <STUDENT> will use a combination of drawing, dictating, and/or writing to compose informative/explanatory sentences about a topic and give some information about the topic <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Kindergarten, Standard 3	Text Types and Purposes	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.	<u>K.W.3 Narrate One or More Events</u> <STUDENT> will use a combination of drawing, dictating, and/or writing to narrate a single event or several loosely linked events in order <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.W.3 Narrate Events and Provide a Reaction</u> <STUDENT> will use a combination of drawing, dictating, and/or 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 1			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 1, Standard 1	Text Types and Purposes	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.	<u>1.W.1 Write an Opinion about a Topic or Book</u> <STUDENT> will write <#> or more sentences stating an opinion about a topic or book and give at least one reason for the opinion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.W.1 Write an Opinion about a Topic or Book, Give Reasons / Closure</u> <STUDENT> will write <#> or more sentences stating an opinion about a topic or book and giving at least one reason for the opinion and provide a sense of closure <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 1, Standard 2	Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<u>1.W.2 Write Informative/Explanatory Sentences</u> < Student> will write <#> or more informative/ explanatory sentences about a topic, giving one or more facts about the topic <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.W.2 Write Informative/Explanatory Sentences about a Topic, Give Reasons / Closure</u> < Student> will write <#> or more informative/explanatory sentences about a topic, giving one or more facts about the topic and providing a sense of closure <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 1, Standard 3	Text Types and Purposes	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.	<u>1.W.3 Narrate Two Events Including Details</u> <STUDENT> will write a narrative of <#> or more sentences in which they recount two appropriately sequenced events, including some details regarding what happened <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>1.W.3 Narrate Two Events Including Temporal Words and Closure</u> <STUDENT> will write a narrative of <#> or more sentences in which they use one or more temporal words to signal order of two or more events and provide some sense of closure <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 2			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 2, Standard 1	Text Types and Purposes	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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<u>2.W.1 Write Opinion Paragraphs about Text/Topic, Give Reasons</u> <STUDENT> will write <#> or more paragraphs stating an opinion about a text or topic and gives <#> reasons that support the opinion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.W.1 Use Linking Words to Connect Opinion and Reasons</u> <STUDENT> will write <#> or more sentences using linking words (e.g., because, and, also) to connect the opinion and reasons <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.W.1 Write an Opinion Composition with Introduction and Conclusion</u> <STUDENT> will write an opinion composition that includes <#> or more sentences that introduce the topic or book they are writing about, and/or a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 2, Standard 2	Text Types and Purposes	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<u>2.W.2 Write Informative/Explanatory Paragraphs, Giving Facts and Definitions</u> <STUDENT> will write <#> or more informative/ explanatory paragraphs about a topic, giving one or more facts and definitions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.W.2 Write Informative/Explanatory Paragraphs with a Conclusion</u> <STUDENT> will write <#> or more informative/ explanatory paragraphs about a topic, giving one or more facts and definitions and providing a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 2, Standard 3	Text Types and Purposes	Write narratives in which they recount a well-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.	<u>2.W.3 Write Narrative Paragraphs with a Conclusion</u> <STUDENT> will write <#> or more narrative paragraphs in which they tell about a well elaborated event/short sequence of events using temporal words to show event order and provide a sense of closure <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.W.3 Write Narrative Composition Including Details, Actions, Thoughts of the Narrator/Character</u> <STUDENT> will write a narrative composition in which they tell about a well elaborated event/short sequence of events using temporal words to show event order and including details to describe actions, thoughts, and/or feelings of the narrator or character <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 2			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 2, Standard 4	Production and Distribution of Writing	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<u>2.W.4 Write Sentences Appropriate to the Task and Purpose</u> With guidance and support from adults, <STUDENT> will write <#> or more sentences in which the development/ organization are appropriate to the task and/ or purpose <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>2.W.4 Write Paragraphs Appropriate to the Task and Purpose</u> With guidance and support from adults, <STUDENT> will write <#> or more paragraphs in which the development/ organization are appropriate to the task and/ or purpose <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 3			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 3, Standard 1	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. d. Provide a concluding statement or section.	<u>3.W.1 Write Opinion Paragraph(s) about a Topic/Text with Reasons</u> <STUDENT> will write one or more paragraphs stating an opinion about a topic or text, and provide <#> reasons to support the opinion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.W.1 Write Sentences with Linking Words/Phrases to Connect Opinions and Reasons</u> <STUDENT> will write one or more sentences with linking words and phrases (e.g. because, therefore, since, for example) to connect the opinions and reasons <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.W.1 Write Multiparagraph Opinion Composition</u> <STUDENT> will write a multi-paragraph composition stating an opinion about a topic or text and creating an organizational structure that lists <#> or more reasons and provides a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 3, Standard 2	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	<u>3.W.2 Write Info/Explan. Paragraphs, Grouping Details</u> <STUDENT> will write one or more informative/ explanatory paragraphs about a topic, grouping <#> or more related facts, details, or definitions together in each paragraph <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.W.2 Write Info/Explan. Paragraphs, Using Linking Words</u> <STUDENT> will write one or more informative/ explanatory paragraphs, using linking words and/or phrases to connect ideas within paragraphs <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.W.2 Write Multiparagraph Info/Explan. Composition</u> <STUDENT> will write a multi-paragraph informative/ explanatory composition about a topic, grouping <#> or more related facts, definitions, and details together, using linking words and/or phrases to connect ideas within categories of information, and providing a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 3			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 3, Standard 3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	<u>3.W.3 Write Narrative with Characters, Events</u> <STUDENT> will write <#> of narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.W.3 Write Narrative with Temporal Words</u> <STUDENT> will write <#> of narrative paragraphs that establish a situation with a narrator and/or characters in which a sequence of events unfolds, including temporal words and/or phrases to signal event order <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.W.3 Write Narrative with Dialogue</u> <STUDENT> will write a multi-paragraph narrative composition that establishes a situation with a narrator and/ or characters in which a sequence of events unfolds, and uses dialogue and descriptions to develop events or show the responses of characters to situations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 3, Standard 4	Production and Distribution of Writing	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<u>3.W.4 Sentences Appropriate to Task/Purpose</u> With guidance and support from adults, <STUDENT> will write <#> sentences in which the development/ organization are appropriate to the task and/ or purpose <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>3.W.4 Paragraphs Appropriate to Task/Purpose</u> With guidance and support from adults, <STUDENT> will write <#> or more paragraphs in which the development/ organization are appropriate to the task and/ or purpose <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 4			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 4, Standard 1	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) d. Provide a concluding statement or section related to the opinion presented.	<u>4.W.1 Opinion Paragraphs Supported with Reasons</u> <STUDENT> will write <#> or more paragraphs that state an opinion about a topic or text and support it with one or more reasons, facts, and/or details using linking words and phrases (e.g. for instance, in order to, in addition) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.W.1 Multiparagraph Opinion Grouping Related Ideas</u> <STUDENT> will write a multi-paragraph composition stating an opinion about a topic or text, grouping related ideas, reasons, and information in an organizational structure to support the writer’s purpose <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.W.1 Multiparagraph Opinion With Conclusion</u> <STUDENT> will write a multi-paragraph composition stating an opinion about a topic or text, grouping related ideas, reasons, and information in an organizational structure to support the writer’s purpose and provide a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 4, Standard 2	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	<u>4.W.2 Write Info/Explan. Paragraphs</u> <STUDENT> will write <#> or more informative/ explanatory paragraphs about a topic, grouping related facts, details, definitions, examples, and /or quotations within a paragraph <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.W.2 Write Multiparagraph Info/Explan. Composition</u> <STUDENT> will write a multiparagraph informative/ explanatory composition that introduces a topic clearly and groups related information in paragraphs or sections and uses precise language and vocabulary to inform about or explain the topic <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.W.2 Write Info/Explan. Composition with Conclusion</u> <STUDENT> will write a multiparagraph informative/ explanatory composition that introduces a topic clearly and groups related information in paragraphs or sections and uses precise language and vocabulary to inform about or explain the topic and includes a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 4			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 4, Standard 3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	<u>4.W.3 Write Narrative Paragraphs with Characters/Events</u> <STUDENT> will write <#> of narrative paragraphs that develop real or imagined situations with a narrator and/or characters in which a sequence of events unfolds and provide a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.W.3 Multiparagraph Narrative Composition</u> <STUDENT> will write a multiparagraph narrative composition that develops real or imagined situations with a narrator and/or characters in which a sequence of events unfolds, provides a conclusion, and uses a variety of transitional words and phrases <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.W.3 Multiparagraph Narrative Composition with Dialogue</u> <STUDENT> will write a multiparagraph narrative composition that develops real or imagined situations with a narrator and/or characters in which a sequence of events unfolds and provides a conclusion and uses dialogue and descriptions to develop events or show the responses of characters to situations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 4, Standard 4	Production and Distribution of Writing	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.	<u>4.W.4 Sentences Appropriate to Task/Purpose</u> <STUDENT> will produce clear and coherent writing of <#> or more sentences in which the organization is appropriate to the task, purpose, and/or audience <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.W.4 Paragraphs Appropriate to Task/Purpose</u> <STUDENT> will produce clear and coherent writing of <#> or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 5			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 5, Standard 1	Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	<u>5.W.1 Opinion Paragraphs Supported with Reasons</u> <STUDENT> will write <#> or more paragraphs stating an opinion about a topic or text and support it with one or more reasons, facts, and/or details, using linking words, phrases, or clauses <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.W.1 Multiparagraph Opinion Grouping Related Ideas</u> <STUDENT> will write a multi-paragraph composition stating an opinion about a topic or text, logically grouping related reasons, facts, and/or details in an organizational structure to support the writer’s purpose <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.W.1 Multiparagraph Opinion with Conclusion</u> <STUDENT> will write a multi-paragraph composition stating an opinion about a topic or text, logically grouping related reasons, facts, and/or details in an organizational structure to support the writer’s purpose and providing a concluding section or statement <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 5, Standard 2	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	<u>5.W.2 Write Info/Explan. Paragraphs</u> <STUDENT> will write <#> or more informative/ explanatory paragraphs about a topic, grouping related facts, details, definitions, examples, and /or quotations within and across a paragraph <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.W.2 Write Multiparagraph Info/Explan. Composition</u> <STUDENT> will write a multi-paragraph informative/ explanatory composition that introduces a topic clearly and groups related information logically in paragraphs or sections and uses precise language and vocabulary to inform about or explain the topic <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.W.2 Write Info/Explan. Composition with Conclusion</u> <STUDENT> will write a multi-paragraph informative/ explanatory composition that introduces a topic clearly and groups related information in paragraphs or sections and uses precise language and vocabulary to inform about or explain the topic and includes a concluding statement or section <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 5			
Subject: Writing			
Domain	Strand	Standard	Associated Goal Stems
Writing Grade 5, Standard 3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, descriptions, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	<u>5.W.3 Write Narrative Paragraphs with Characters/Events</u> <STUDENT> will write <#> of narrative paragraphs that develop real or imagined situations with a narrator and/or characters in which a clear sequence of events unfolds and provide a conclusion <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.W.3 Multiparagraph Narrative Composition</u> <STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations with a narrator and/or characters in which a sequence of events unfolds, provides a conclusion, and uses a variety of transitional words, phrases, and clauses <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.W.3 Multiparagraph Narrative Composition with Dialogue</u> <STUDENT> will write a multi-paragraph narrative composition that develops real or imagined situations with a narrator and/or characters in which a sequence of events unfolds and provides a conclusion and uses narrative techniques such as dialogue, descriptions, and pacing to develop events or show the responses of characters to situations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Writing Grade 5, Standard 4	Production and Distribution of Writing	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.	<u>5.W.4 Sentences Appropriate to Task/Purpose</u> <STUDENT> will produce clear and coherent writing of <#> or more sentences in which the organization is appropriate to the task, purpose, and/or audience <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>5.W.4 Paragraphs Appropriate to Task/Purpose</u> <STUDENT> will produce clear and coherent writing of <#> or more paragraphs in which the organization is appropriate to the task, purpose, and/or audience <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.