

# CROSS GRADE COMPARISON CHART

## Writing

**Overall Expectation 4**

**WRITING OVERALL EXPECTATION # 4: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.**

**Reflecting on Reading Skills and Strategies**

**4.1 Metacognition**

Grade 1	Grade 2	Grade 3	Grade 4
<p>identify some strategies they found helpful before, during, and after writing (e.g., during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart) <i>Teacher prompts:</i> “What strategy helped you organize your ideas?” “How did you know what words were missing?” “What helped you know what to do when you finished your first draft?”</p>	<p>identify some strategies they found helpful before, during, and after writing (e.g., use a writer’s notebook to record ideas for writing, new and interesting words, graphic organizers that could be used again) <i>Teacher prompts:</i> “How do you generate your ideas for writing?” “What helps you to get organized for writing?”</p>	<p>identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer’s notebook to record ideas, sources for future reference, and useful types of organizers for sorting information) <i>Teacher prompts:</i> “How does your writer’s notebook help you generate ideas for writing?” “How did you choose the resources you used? How were they helpful?” “What strategy did you use to organize your information before you began writing?”</p>	<p>identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers <i>Teacher prompts:</i> “Explain how you used the thesaurus to help with your revisions.” “How does keeping a writer’s notebook help you plan your next steps for writing?”</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a threecolumn reflective journal to monitor the writing process: What happened? How do I feel about it? What did I learn?) <i>Teacher prompts:</i> “What did you know about your audience that informed your planning process?” “What strategy did you find most helpful for organizing information?” “What editing strategies are most effective for you?”</p>	<p>identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers <i>Teacher prompts:</i> “How did the sources you used allow you to generate a balanced selection of ideas?” “How do you use your writer’s notebook to help you during the writing process?”</p>	<p>identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers (e.g., use a threecolumn reflection journal to monitor the writing process: What I did/What I learned/How I can use it) <i>Teacher prompt:</i> “Explain how you used your writer’s notebook to help you identify your strengths as a writer and your next steps for writing.”</p>	<p>identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers (e.g., use a three-column reflection journal to monitor the writing process: What I learned/How I learned it/How I can use it) <i>Teacher prompt:</i> “Explain how you used your writer’s notebook/journal to help you identify your strengths as a writer and your next steps for writing.”</p>

**4.2 Interconnected Skills**

Grade 1	Grade 2	Grade 3	Grade 4
<p>describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompts:</i> “How does what you know about reading and different kinds of books help you when you are writing?” “In what way do you think listening to someone else’s ideas might help you with your writing?”</p>	<p>describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompts:</i> “How does your conventions notebook help you as a writer?” “How does listening to stories help you when you are writing?” “How might the television programs you watch help you as a writer?”</p>	<p>describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompts:</i> “How does what you know about reading help you when you are writing?” “How does listening to or viewing different kinds of texts help you generate ideas for writing?”</p>	<p>describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompts:</i> “How does your experience of variety of texts help you as a writer?” “In what way is talking before writing helpful to you?” “How does it help you to listen to someone else read your writing?”</p>

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompts:</i> “How has exploring different authors’ perspectives on an issue helped you prepare for writing?” “Explain how dialogue with your peers can help you to express your opinion when you are writing.”	describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompts:</i> “What do you know about different media texts that might help when you are writing?” “In what way do you think that the reading you do helps you as a writer? Can you give an example?”	describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompt:</i> “In what way have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing?”	describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers <i>Teacher prompts:</i> “How does assuming the role of the reader of your own writing help you revise your writing?” “How do you think listening to oral texts has helped you become a better writer?” “How can reading texts from different cultures improve your writing?”
<b>4.3 Portfolio</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
select pieces of writing they think show their best work and explain the reasons for their selection	select pieces of writing that they think show their best work and explain the reasons for their selection	select pieces of writing that they think show their best work and explain the reasons for their selection	select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices	select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices	select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices	select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice