# Virginia Department of Education Foundations for Writing Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill appears in the grade-level standards. | **A** |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction. | **G** |
| The skill is subsumed by another grade level standard. | **\*** |
| Explicit instruction in this skill is no longer applicable at this grade level. |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Handwiritng Progression Chart

| Handwriting Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use functional pencil grasp for letter formation. | **A** | **A** | **G** | **G** | **\*** |  |  |  |  |  |  |  |  |
| Accurately and automatically print capital and lowercase letters of the alphabet independently. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation. | **-** | **A** | **G** |  |  |  |  |  |  |  |  |  |  |
| Maintain legible printing and begin to make the transition to cursive. | **-** | **-** | **A** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |
| Maintain legible printing. | **-** | **-** | **-** | **A** | **A** | **A** |  |  |  |  |  |  |  |
| Write left to right and top to bottom. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Accurately print first and last names, beginning each with a capital letter. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Apply spaces between written words in phrase or sentence level writing. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Accurately and automatically apply spaces between written words in phrases or sentence level writing. | **-** | **A** | **G** |  |  |  |  |  |  |  |  |  |  |
| Begin to write capital and lowercase letters of the alphabet in cursive. | **-** | **-** | **A** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |
| Write capital and lowercase letters of the alphabet using correct letter formation in cursive. | **-** | **-** | **-** | **A** | **G** | **\*** |  |  |  |  |  |  |  |
| Form cursive letters with flow from one letter to the next within names and words. | **-** | **-** | **-** | **A** | **G** | **\*** |  |  |  |  |  |  |  |
| Maintain legible cursive. | **-** | **-** | **-** | **-** | **A** | **A** |  |  |  |  |  |  |  |
| Begin to sign his/her first and last names. | **-** | **-** | **A** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |
| Sign his/her first and last name. | **-** | **-** | **-** | **A** | **A** | **A** |  |  |  |  |  |  |  |

## Spelling Progression Chart

| Spelling Standards | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh). | **A** | **G** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |  |
| Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce). | **-** | **A** | **G** | **G** | **\*** |  |  |  |  |  |  |  |  |
| Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels. | **-** | **-** | **A** | **G** | **G** | **\*** |  |  |  |  |  |  |  |
| Encode (spell) 2-syllable words (e.g., pancake) following basic patterns by breaking the words into syllables. | **-** | **A** | **G** | **\*** | **\*** | **\*** |  |  |  |  |  |  |  |
| Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words. | **-** | **-** | **A** | **A** | **G** | **\*** |  |  |  |  |  |  |  |
| Use common affixes to encode (spell) words. | **-** | **-** | **-** | **A** | **G** | **\*** |  |  |  |  |  |  |  |
| Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately. | **-** | **-** | **-** | **-** | **A** | **A** |  |  |  |  |  |  |  |
| Encode (spell) unknown words using logical invented spelling | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Encode (spell) unfamiliar words by recognizing and applying taught word patterns. | **-** | **A** | **G** | **G** | **\*** | **\*** |  |  |  |  |  |  |  |
| With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy. | **A** | **G** | **\*** |  |  |  |  |  |  |  |  |  |  |
| Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy. | **-** | **A** | **A** | **A** | **A** | **A** |  |  |  |  |  |  |  |