

Writing Performance Standards (Grade Level Expectations) For Grades 3-10

Each PSGLE includes a bolded statement called the “stem.” Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The first row of each table includes a sentence that summarizes the performance standards, and the second row includes the complete performance standards. (Note that the header on each page lists the grades that are covered by each set of performance standards.)

The numbering indicates the performance standard and the Grade Level Expectation number, so PSGLE [5] 2.4.1 is Performance Standard 2.4, and the first PSGLE for that performance standard for grade 5.

The student revises writing (writing trait: word choice, sentence fluency).		
<p>W1.4 a. Revise writing for detail and clarity. E.A.5 b. Provide appropriate feedback to peers about written work. E.A.8</p> <p>W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5 b. Revise own and others’ work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p>		
Grade 3	Grade 4	Grade 5
<p>The student revises writing by</p> <p>[3] 1.4.1 Rearranging and/or adding supporting details to improve clarity</p> <p>[3] 1.4.2 Giving/receiving appropriate feedback about written work (L)</p>	<p>The student revises writing by</p> <p>[4] 2.4.1 Rearranging and/or adding details to <u>improve focus and to support main ideas</u></p> <p>[4] 2.4.2 Giving/receiving appropriate feedback <u>and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)</u></p>	<p>The student revises writing by</p> <p>[5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and <u>to make sequence clear</u></p> <p>[5] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)</p>

Some PSGLEs have been identified as Local. They are for local assessment and will not be on a state

The number in brackets indicates the grade level.

Differences between grade levels are underlined.

PSGLEs repeated with no changes across grade levels are marked with asterisks. This indicates the PSGLE assumes an increasing level of writing skill applications to indicate the growth in the PSGLE.

Note: Items differentiated with an "i.e." indicate that statewide assessment items may only be written to the content contained within the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in statewide assessment items.

The Performance Standards for writing have been organized into the following content strands.

For Grade 3

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 1.1 Write about a Topic	P.S. 1.3 Use a Variety of Simple Sentence Structures/Proofread	P.S. 1.4 Revise Writing/Provide Peer Feedback	P.S. 1.5 List sources	
P.S. 1.2 Writes for a Specific Audience				

For Grades 4-6

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 2.1 Writes Two Paragraphs on a Topic	P.S.2.3 Use a Variety of Sentences/Proofread	P.S. 2.4 Revise Writing/Provide Peer Feedback	P.S. 2.5 Give credit	P.S. 2.6 Use resources
P.S. 2.2 Uses a Variety of Forms				

For Grades 7-8

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 3.1 Write a Composition	P.S. 3.3 Use Conventions	P.S. 3.4 Revise	P.S. 3.5 Document Sources	P.S. 3.6 Use Word Processing
P.S. 3.2 Use a Variety of Forms				

For Grades 9-10

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 4.1 Write a composition	P.S.4.3 Use Conventions	P.S. 4.4 Revise	P.S. 4.5 Cite Sources	P.S. 3.6 Use Word Processing
P.S.4.2 Use a Variety of Forms				

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student writes about a topic.

- W1.1** a. Write complete sentences with a subject and a predicate. E.A.1
 b. Write a paragraph with a topic sentence and supporting details. E.A.2
 c. Write short stories or compositions with a beginning, middle, and end. E.A. 4
- W2.1** Write a well organized two-paragraph composition that addresses a single topic. E.A.1

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student writes about a topic by</p> <p>[3] 1.1.1 Writing complete sentences with a subject and a predicate</p> <p>[3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details</p> <p>[3] 1.1.3 Writing a story or composition with a beginning, middle and end (L)</p>	<p>The student writes about a topic by</p> <p>[4] 2.1.1 Writing a paragraph <u>that maintains a focused idea and includes details that support the main idea</u></p> <p>[4] 2.1.2 Organizing ideas logically (L)</p> <p>[4] 2.1.3 Writing a story or composition with a beginning and middle and ending with a concluding statement (L)</p>	<p>The student writes about a topic by</p> <p>[5] 2.1.1 Writing <u>more than one paragraph that states</u> and maintains a focused idea and includes details that support the main idea <u>of each paragraph</u></p> <p>[5] 2.1.2 Using paragraph form: indents or uses paragraph breaks (L)</p> <p>[5] 2.1.3 Organizing ideas logically <u>to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology)</u> (L)</p> <p>[5] 2.1.4 Writing a concluding statement*</p>	<p>The student writes about a topic by</p> <p>[6] 2.1.1 Writing <u>a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook)</u>, maintaining a focused idea and including supporting details</p> <p>[6] 2.1.2 Using paragraph form: indents or uses paragraph breaks, <u>and places paragraph breaks appropriately</u> (L)</p> <p>[6] 2.1.3 Organizing <u>and sequencing</u> ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, <u>comparison/contrast</u>) (L)</p> <p>[6] 2.1.4 Writing a concluding statement*</p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student writes about a topic.

W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1

W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student writes about a topic by</p> <p>[7] 3.1.1 <u>Writing a thesis statement</u> that identifies the focus <u>or controlling idea for the entire composition</u></p> <p>[7] 3.1.2 <u>Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement</u></p> <p>[7] 3.1.3 Organizing ideas <u>using appropriate structures</u> (e.g., order by <u>chronology, importance, comparison and contrast</u>) to <u>maintain the unity of the composition</u> with a <u>variety</u> of transitional words and phrases</p> <p>[7] 3.1.4 Writing a <u>conclusion that supports the thesis or summarizes the main ideas</u></p>	<p>The student writes about a topic by</p> <p>[8] 3.1.1 <u>Incorporating</u> the thesis statement, which identifies the focus or controlling idea for the entire composition, <u>into an introductory paragraph</u></p> <p>[8] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement*</p> <p>[8] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, <u>classification and definition</u>) to maintain the unity of the composition with a variety of transitional words and phrases</p> <p>[8] 3.1.4 Writing a <u>concluding paragraph</u> (e.g., restating the thesis and summarizing the main point)</p>	<p>The student writes about a topic by</p> <p>[9] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (<u>the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation</u>)</p> <p>[9] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, <u>grouping ideas logically within the paragraph, placing paragraph breaks logically</u></p> <p>[9] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, <u>order of importance, comparison and contrast, cause and effect, classification and definition</u>), using a variety of transitional words and phrases</p> <p>[9] 4.1.4 Writing a concluding paragraph <u>that connects concluding elements to the introductory elements</u></p>	<p>The student writes about a topic by</p> <p>[10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*</p> <p>[10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, <u>grouping ideas logically within the paragraph, placing paragraph breaks logically</u>*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing a <u>conclusion that ties it to the introduction</u></p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

Student writes for a variety of purposes and audiences.

W1.2 Write for a specific audience, including self, other children, parents, and other adults. E.A.4

W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student writes for a variety of purposes and audiences by</p> <p>[3] 1.2.1 Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (L)</p> <p>[3] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (L)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[4] 2.2.1 Writing an understandable story that incorporates setting, character, problem and solution</p> <p>[4] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, <u>descriptions or observations</u>)</p> <p>[4] 2.2.3 Using expressive language when responding to literature or producing text (e.g., <u>writer’s notebook, memoirs, poetry, plays or lyrics</u>) (L)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[5] 2.2.1 Writing an understandable story that incorporates setting, character, and <u>basic plot</u></p> <p>[5] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (<u>i.e., step-by-step directions, descriptions, observations, or report writing</u>)</p> <p>[5] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer’s notebook memoirs, poetry, plays or lyrics)* (L)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[6] 2.2.1 Writing an understandable story that incorporates <u>story elements</u> and <u>literary devices</u> (e.g., <u>dialogue, descriptive details</u>)</p> <p>[6] 2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (<u>i.e., step-by-step directions, descriptions, observations, or report writing</u>)*</p> <p>[6] 2.2.3 Using expressive language when responding to literature or producing text (e.g., writer’s notebook memoirs, poetry, plays or lyrics)* (L)</p> <p>[6] 2.2.4 <u>Using diagrams, charts or illustrations with captions or labels</u> in research projects or extended reports (L)</p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

Student writes for a variety of purposes and audiences.

W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4

W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student writes for a variety of purposes and audiences by</p> <p>[7] 3.2.1 Writing a <u>narrative using setting and character to advance the plot</u> (L)</p> <p>[7] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, <u>and/or autobiography</u>) to inform or describe</p> <p>[7] 3.2.3 Writing <u>expressively</u> when producing or responding to <u>texts</u> (e.g., poetry, journals, editorials, <u>and/or newsletters</u>) (L)</p> <p>[7] 3.2.4 Using <u>diagrams, charts or illustrations with captions or labels</u> in research projects or extended reports*(L)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[8] 3.2.1 Writing a narrative using elements of fiction (e.g., setting, character, <u>conflict and resolution, dialogue, sensory details</u>) to advance the plot (L)</p> <p>[8] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or <u>persuade</u></p> <p>[8] 3.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, <u>drama, reflective essays, and/or newsletters</u>) (L)</p> <p>[8] 3.2.4 Using <u>research-based information and analysis</u> in research projects or extended reports (L)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[9] 4.2.1 Writing a narrative using elements of fiction to advance the plot (L)</p> <p>[9] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or <u>essay</u>) to inform, describe or persuade</p> <p>[9] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) * (L)</p> <p>[9] 4.2.4 Using research-based information and/or analysis in research projects or extended reports*(L)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[10] 4.2.1 Writing a narrative using elements of fiction to advance the plot * (L)</p> <p>[10] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade*</p> <p>[10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)</p> <p>[10] 4.2.4 Using research-based information and/or analysis in research projects or extended reports*(L)</p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student writes and edits using conventions of Standard English.

- W1.3** a. Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.E.A.2
 b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. E.A.5
- W2.3** a. Use a variety of simple and complex sentence structures in written work.
 b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student writes and edits using conventions of Standard English by</p> <p>[3] 1.3.1 Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)</p> <p>[3] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) (L)</p> <p>[3] 1.3.3 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)</p> <p>[3] 1.3.4 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts (L)</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[4] 2.3.1 Writing a variety of simple and complex sentences including the conjunctions <u>and, or, but, or because</u></p> <p>[4] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words <u>and contractions</u>) (L)</p> <p>[4] 2.3.3 Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, <u>commas in dates, salutations and closings in letters, and commas in series</u>) and capitalization (i.e., <u>book titles</u>, beginning of sentences, and proper nouns)</p> <p>[4] 2.3.4 Identifying and/or correcting usage mistakes in subject/verb agreement (L)</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[5] 2.3.1 <u>Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)</u></p> <p>[5] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, <u>homophones</u>, and contractions)</p> <p>[5] 2.3.3 Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series) and capitalization*</p> <p>[5] 2.3.4 Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, <u>verb tense, sentence fragments and run-on sentences, and possessives</u>) (L)</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[6] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing*</p> <p>[6] 2.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)*</p> <p>[6] 2.3.3 Identifying and/or correcting mistakes in punctuation (i.e., <u>quotation marks for dialogue</u>, commas in dates, salutations and closings in letters, and commas in a series) and capitalization</p> <p>[6] 2.3.4 Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and <u>pronouns</u>)</p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student writes and edits using conventions of Standard English.

W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2

W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student writes and edits using conventions of Standard English by</p> <p>[7] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning <u>and style</u> of writing</p> <p>[7] 3.3.2 <u>Applying rules</u> of spelling (e.g., homophones, <u>irregular plurals</u>, and contractions)</p> <p>[7] 3.3.3 <u>Applying rules</u> of punctuation (i.e., commas, quotation marks, <u>and apostrophes</u>)</p> <p>[7] 3.3.4 <u>Applying rules</u> of capitalization (e.g., <u>titles and proper nouns</u>)</p> <p>[7] 3.3.5 <u>Applying rules</u> of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, <u>adjectives, adverbs, and sentence structure</u>)</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[8] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[8] 3.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[8] 3.3.3 Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, <u>parentheses, and colons</u>)</p> <p>[8] 3.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[8] 3.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[9] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[9] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[9] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, <u>semicolons, colons, hyphens, and parentheses</u>)</p> <p>[9] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[9] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student revises writing.

- W1.4** a. Revise writing for detail and clarity. E.A.5
 b. Provide appropriate feedback to peers about written work.E.A.8
- W2.4** a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5
 b. Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student revises writing by</p> <p>[3] 1.4.1 Rearranging and/or adding supporting details to improve clarity</p> <p>[3] 1.4.2 Giving/receiving appropriate feedback about written work (L)</p>	<p>The student revises writing by</p> <p>[4] 2.4.1 Rearranging and/or adding details to <u>improve focus and to support main ideas</u></p> <p>[4] 2.4.2 Giving/receiving appropriate feedback <u>and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)</u></p>	<p>The student revises writing by</p> <p>[5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and <u>to make sequence clear</u></p> <p>[5] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)</p>	<p>The student revises writing by</p> <p>[6] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, <u>to clarify topic sentence</u>, and to make sequence clear</p> <p>[6] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)</p> <p>[6] 2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)</p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student revises writing.

- W3.4** a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5
 b. Form and explain own standards or judgments of quality writing. E.A.8
- W4.4** Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. E.A.5

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student revises writing by</p> <p>[7] 3.4.1 Rearranging details to improve <u>clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)</u></p> <p>[7] 3.4.2 Giving/receiving appropriate feedback <u>and evaluating writing based</u> on established criteria (e.g., <u>self-created</u> checklists, peer conference <u>formats, scoring guides or rubrics</u>)* (L)</p> <p>[7] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or <u>eliminating irrelevant details</u> to improve quality and effectiveness of writing</p> <p>[7] 3.4.4 <u>Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed</u></p> <p>[7] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)</p> <p>[7] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)</p>	<p>The student revises writing by</p> <p>[8] 3.4.1 Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, <u>clarifying cause and effect</u>, creating a logically consistent story line)</p> <p>[8] 3.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p> <p>[8] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*</p> <p>[8] 3.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*</p> <p>[8] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)*</p> <p>[8] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor)* (L)</p>	<p>The student revises writing by</p> <p>[9] 4.4.1 <u>Reviewing content and organization and making appropriate changes</u> to improve clarity and logical progression of ideas (e.g., <u>increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre</u>)</p> <p>[9] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p> <p>[9] 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*</p> <p>[9] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*</p> <p>[9] 4.4.5 <u>Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed</u></p> <p>[9] 4.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, <u>genre exemplars, style manual, rubric, word processor</u>) (L)</p>	<p>The student revises writing by</p> <p>[10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)*</p> <p>[10] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p> <p>[10] 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)*</p> <p>[10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*</p> <p>[10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed*</p> <p>[10] 4.4.6 Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, <u>genre exemplars, style manual, rubric, word processor</u>)* (L)</p>

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student documents sources.			
W1.5 List titles and authors of books and other materials when used as references in written work. E.D.3			
W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3			
Grade 3	Grade 4	Grade 5	Grade 6
The student documents sources by [3] 1.5.1 Listing sources or authors and titles of books and other materials when used as references in written work (L)	The student documents sources by [4] 2.5.1 Giving credit for others' information by <u>citing</u> title and source (e.g., author, storyteller, translator, songwriter or artist) (L)	The student documents sources by [5] 2.5.1 Giving credit for others' <u>ideas, images</u> and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)	The student documents sources by [6] 2.5.1 Giving credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist)* (L)

W3.5 List and document sources using a given format. E.D.3			
W4.5 Cite sources of information using a standard method of documentation. E.D.3			
Grade 7	Grade 8	Grade 9	Grade 10
The student documents sources by [7] 3.5.1 Giving credit for others' ideas, images and <u>multimedia</u> information by citing sources, <u>including author, title, and publishing information (using simplified MLA or APA style)</u> (L)	The student documents sources by [8] 3.5.1 Giving credit for others' ideas, images and multimedia information, <u>including others' ideas directly quoted or paraphrased by student</u> , by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style) (L)	The student documents sources by [9] 4.5.1 Giving credit for others' ideas, images, and multimedia information, <u>including others' ideas directly quoted or paraphrased by student</u> , by citing sources <u>using a standard method of documentation (e.g., MLA or APA style)</u> (L)	The student documents sources by [10] 4.5.1 Giving credit for others' ideas, images, and multimedia information, <u>including others' ideas directly quoted or paraphrased by student</u> , by citing sources <u>using a standard method of documentation (e.g., MLA or APA style)*</u> (L)

*Assumes an increasing level of writing skill applications

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student uses resources.

W2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7

Grade 3	Grade 4	Grade 5	Grade 6
No Grade Level Expectations at this grade level.	<p>The student uses resources by</p> <p>[4] 2.6.1 Looking up spelling or definitions of words in dictionaries (L)</p> <p>[4] 2.6.2 Using thesaurus to find synonyms for common words (L)</p>	<p>The student uses resources by</p> <p>[5] 2.6.1 Looking up spelling or definitions of words in dictionaries or <u>correcting misspellings using software programs</u> (L)</p> <p>[5] 2.6.2 Using thesaurus to find synonyms for common words (L)</p> <p>[5] 2.6.3 Writing using a word processor (L)</p>	<p>The student uses resources by</p> <p>[6] 2.6.1 Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, <u>including choosing the correct spelling option among several choices</u> (L)</p> <p>[6] 2.6.2 Using a thesaurus to find synonyms for common words* (L)</p> <p>[6] 2.6.3 Writing with a word processor <u>using formatting features to produce a final draft</u> (L)</p>

Performance Standards 1.1-1.11 apply to grade three.
 Performance Standards 2.1-2.11 apply to grades four, five, and six.
 Performance Standards 3.1-3.10 apply to grades seven and eight.
 Performance Standards 4.1-4.9 apply to grade nine.

Writing Performance Standards (Grade Level Expectations)

The student uses resources.

W3.6 Compose and edit a composition with a word processing program. E.A.7

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student uses resources by</p> <p>[7] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p>[7] 3.6.2 Using thesaurus to <u>locate and choose effective synonyms</u> for common words (L)</p> <p>[7] 3.6.3 Using formatting features to produce a final draft by <u>centering title, choosing appropriate font size and style, indentation, pagination, and line spacing</u> (L)</p>	<p>The student uses resources by</p> <p>[8] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p>[8] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words* (L)</p> <p>[8] 3.6.3 <u>Selecting and</u> using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)</p>	<p>The student uses resources by</p> <p>[9] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p>[9] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words <u>or to avoid redundancy</u> (L)</p> <p>[9] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[9] 3.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)</p>	<p>The student uses resources by</p> <p>[10] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p>[10] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 3.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>

*Assumes an increasing level of writing skill applications

Glossary

APA—American Psychological Association Style Manual

Audience—Those who read or hear what is written. Many qualities of writing must be appropriate to the audience: voice and tone, language, etc.

Coherence—The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.

Complex Sentences—Complex sentences have an independent clause and a dependent clause.

Conclusion—The conclusion gives the reader closure; it sums up the essay's points or provides a final viewpoint about the topic.

Controlling Idea—This is the main idea/focus that runs throughout the paper.

Elements of Fiction--Character, setting, plot, point of view, theme, and various kinds of symbolism and language are the structures and techniques used to create fiction.

Expository Writing—Expository writing is meant to inform the reader.

Expressive Language—Those areas of language in which the communicator is conveying, rather than receiving, observations, thoughts, and/or feelings.

ROMs, and the Internet.

Narrative Writing—Writing that tells a story.

Organizational Structure—The internal structure of a piece of writing. Organizational structure can be based on comparison-contrast, chronology, point-by-point analysis, or many other patterns. When the organization is strong, the piece begins meaningfully and events proceed logically; information is given at the right times, transitions form strong connections, and the conclusion creates a sense of resolution.

Plot—The pattern of events in a narrative or drama.

Focus—The specific idea(s) within the topic that the writer is addressing. (For example, if the topic is “winter,” the focus might be: Winter provides many recreational opportunities in Alaska.)

Format vs. Form—Form refers to different types of writing (narrative, informational, etc.); format refers to the physical arrangement or presentation of information, such as the specific arrangement of publisher, author, and title when citing sources.

Functional Writing—Functional writing communicates and interprets information in a way that makes it useful for a reader.

Genre—A category of literary work, which refers to both form (e.g., poetry, drama, novel) and content (science fiction, tragedy).

Hook/Lead—An interesting or “catchy” way to begin a piece of writing, intended to motivate the reader to continue. Typically a hook/lead includes such things as: startling statistic, anecdote/scenario, moving from generalization to specific, or quotation/dialogue.

Images—Charts, graphs, pictures, etc.

Informational Writing—Informational writing conveys meaning or information. Informational writing uses format, illustrations, and graphics to support understanding of meaning.

Literary Devices—Techniques used in writing (particularly expressive writing) to create images (e.g., similes, metaphors, alliteration, assonance, personification, onomatopoeia).

MLA—Modern Language Association Style Manual

Multimedia—The combined use of media, such as video clips, music, lighting,

CD- Problem and Solution—The problem is the conflict in a story and the solution is the resolution.

Procedural Writing—Procedural writing explains how to complete tasks by providing specific directions and information.

Recount—A recount is a personal account of something that happened with an orientation to *who*, *where*, *when*, *what*, *why*. Events are given in time order.