

Writing Performance Standards (Grade Level Expectations) Grade 3

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				

Writing Performance Standards (Grade Level Expectations)

- 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
- W1.2 Write for a specific audience, including self, other children, parents, and other adults. E.A.4
- 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
- W1.4 a. Revise writing for detail and clarity. E.A.5
 b. Provide appropriate feedback to peers about written work. E.A.8
- W1.5 List titles and authors of books and other materials when used as references in written work. E.D.3

Grade 3

<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 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 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>Performance Standards for the strand, “Use Resources” do not exist at the third grade level; grade level expectations were not written for that strand.</p>
<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 documents sources by</p> <p>[3] 1.5.1 Listing sources or authors and titles of books and other materials when used as references in written work (L)</p>		

*Assumes an increasing level of writing skill applications