

Writing Performance Standards (Grade Level Expectations) Grade 5

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)

- W2.1** Write a well-organized two-paragraph composition that addresses a single topic. E.A.1
- W2.2** Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4
- 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
- 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
- W2.5** Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3
- W2.6** Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7

Grade 5

The student writes for a variety of purposes and audiences by	The student writes and edits using conventions of Standard English by	The student revises writing by	The student uses resources by
<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 of <u>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 to <u>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>[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>[5] 2.3.1 <u>Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing</u> (L)</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>[5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and to <u>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>[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 style="text-align: center;">The student documents sources by</p> <p>[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)</p>	

*Assumes an increasing level of writing skill applications