

Writing Performance Standards (Grade Level Expectations) Grade 7

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)

- W3.1** Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1
- W3.2** Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4
- W3.3** Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2
- 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
- W3.5** List and document sources using a given format. E.D.3
- W3.6** Compose and edit a composition with a word processing program. E.A.7

Grade 7

The student writes about a topic by	The student writes and edits using conventions of Standard English by	The student revises writing by	The student documents sources by
<p>[7] 3.1.1 Writing a <u>thesis statement</u> that identifies the focus <u>or controlling idea for the entire composition</u></p> <p>[7] 3.1.2 Writing in <u>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 chronology, importance, comparison and contrast) <u>to 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>[7] 3.3.1 Varying <u>beginnings</u>, 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 <u>agreement</u>, possessives, pronouns, <u>adjectives, adverbs, and sentence structure</u>)</p>	<p>[7] 3.4.1 <u>Rearranging</u> details to improve <u>clarity and logical progression of ideas</u> (e.g., <u>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</u> based on established criteria (e.g., <u>self-created</u> checklists, peer conference <u>formats</u>, scoring guides or rubrics)* (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</u> adding details to support main ideas, <u>if needed</u></p> <p>[7] 3.4.5 Using <u>appropriate</u> 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, <u>thesaurus</u>, peer conference, scoring guide, rubric, word processor) (L)</p>	<p>[7] 3.5.1 Giving credit for others' ideas, images and <u>multimedia information by citing sources, including author, title, and publishing information</u> (using <u>simplified MLA or APA style</u>) (L)</p>
<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 <u>variety</u> of nonfiction forms (e.g., letter, report, biography, <u>and/or autobiography</u>) <u>to inform or describe</u></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 uses resources by</p> <p>[7] 3.6.1 Correcting misspellings using available software programs, including <u>choosing</u> the correct spelling option among several choices* (L)</p> <p>[7] 3.6.2 Using thesaurus <u>to locate and choose effective synonyms</u> for common words (L)</p> <p>[7] 3.6.3 Using formatting features to produce a final draft <u>by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing</u> (L)</p>

*Assumes an increasing level of writing skill applications