

# Writing Performance Standards (Grade Level Expectations) Grade 9

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.

<b>The student revises writing (writing trait: word choice, sentence fluency).</b>		
<b>W1.4</b> a. Revise writing for detail and clarity. E.A.5 b. Provide appropriate feedback to peers about written work. E.A.8  <b>W2.4</b> 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
<b>The student revises writing by</b>  [3] 1.4.1 Rearranging and/or adding supporting details to improve clarity  [3] 1.4.2 Giving/receiving appropriate feedback about written work (L)	<b>The student revises writing by</b>  [4] 2.4.1 Rearranging and/or adding details to <u>improve focus and to support main ideas</u>  [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>	<b>The student revises writing by</b>  [5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and <u>to make sequence clear</u>  [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)

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

<b>Write Using a Variety of Forms</b>	<b>Structures and Conventions of Writing</b>	<b>Revise</b>	<b>Cite Sources</b>	<b>Use Resources</b>
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

<b>Write Using a Variety of Forms</b>	<b>Structures and Conventions of Writing</b>	<b>Revise</b>	<b>Cite Sources</b>	<b>Use Resources</b>
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

<b>Write Using a Variety of Forms</b>	<b>Structures and Conventions of Writing</b>	<b>Revise</b>	<b>Cite Sources</b>	<b>Use Resources</b>
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

<b>Write Using a Variety of Forms</b>	<b>Structures and Conventions of Writing</b>	<b>Revise</b>	<b>Cite Sources</b>	<b>Use Resources</b>
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)

- 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
- 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
- W4.3** Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2
- 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 9

The student writes about a topic by	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
<p>[9] <b>4.1.1</b> 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] <b>4.1.2</b> 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] <b>4.1.3</b> 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] <b>4.1.4</b> Writing a concluding paragraph <u>that connects concluding elements to the introductory elements</u></p>	<p>[9] <b>4.2.1</b> Writing a narrative using elements of fiction to advance the plot (L)</p> <p>[9] <b>4.2.2</b> 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] <b>4.2.3</b> Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) * (L)</p> <p>[9] <b>4.2.4</b> Using research-based information and/or analysis in research projects or extended reports*(L)</p>	<p>[9] <b>4.3.1</b> Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[9] <b>4.3.2</b> Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[9] <b>4.3.3</b> Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, <u>hyphens</u>, and parentheses)</p> <p>[9] <b>4.3.4</b> Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[9] <b>4.3.5</b> Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p>	<p>[9] <b>4.4.1</b> <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] <b>4.4.2</b> 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] <b>4.4.3</b> Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*</p> <p>[9] <b>4.4.4</b> Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*</p> <p>[9] <b>4.4.5</b> <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] <b>4.4.6</b> Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, <u>genre exemplars, style manual</u>, rubric, word processor) (L)</p>

\*Assumes an increasing level of writing skill applications

## Writing Performance Standards (Grade Level Expectations)

**W4.5** Cite sources of information using a standard method of documentation. E.D.3  
**W3.6** Compose and edit a composition with a word processing program. E.A.7

### Grade 9

#### The student documents sources by

[9] **4.5.1** Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)

#### The student uses resources by

[9] **3.6.1** Correcting misspellings using available software programs, including choosing the correct spelling option among several choices\* (L)

[9] **3.6.2** Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[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)

[9] **3.6.4** Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

\*Assumes an increasing level of writing skill applications