

Writing



K-2: WRITING

State Writing Performance Standards Proficient Level Descriptors (to be assessed in 3 rd grade)	At the Kindergarten level, students know and are able to do everything required at earlier ages and:	At the 1 st grade level, students know and are able to do everything required at earlier ages and:	At the 2 nd grade level, students know and are able to do everything required at earlier ages and:
W1.1a Write complete sentences with a subject and a predicate. W1.1b Write a paragraph with a topic sentence and supporting ideas. W1.1c Write short stories or compositions with a beginning, middle, and end.	<ul style="list-style-type: none"> dictate ideas (see Writing Rubric) 	<ul style="list-style-type: none"> write a complete sentence write simple stories or other compositions with a beginning, middle, and end 	<ul style="list-style-type: none"> write a paragraph with a topic sentence and supporting ideas write stories or other compositions with a beginning, middle, and end
W1.2 Write for a specific audience including self, other children, parents, and other adults.	<ul style="list-style-type: none"> participate in group activities involving writing for specific audiences 	<ul style="list-style-type: none"> produce writing for a variety of purposes and audiences (e.g., retelling a story, creative writing, journals, research, letters, lists, labeling, etc.) 	<ul style="list-style-type: none"> produce writing for a variety of purposes and audiences (e.g., retelling a story, creative writing, journals, research, letters, lists, labeling, etc.)
W1.3a Use a variety of simple sentence constructions and basic rules of punctuation and capitalization in written work. W1.3b Proofread writing for legibility spelling, capitalization, and punctuation when producing final drafts.	<ul style="list-style-type: none"> demonstrate emergent skills of the writing process (see Kindergarten Writing Rubric) 	<ul style="list-style-type: none"> edit for ending punctuation, capital letters, spelling, and legibility; spell correctly the first 100 most commonly used words in children's writing (see list); relate phonics to spelling 	<ul style="list-style-type: none"> use/edit for ending punctuation, capital letters, spelling, and legibility; spell the first 100 most commonly used sight words (see list); relate phonemic awareness to spelling
W1.4a Revise their writing for detail and clarity. W1.4b Provide appropriate feedback to peers about written work.		<ul style="list-style-type: none"> use the steps of the writing process, including revising their writing for detail and clarity and proofreading to produce final drafts provide appropriate feedback to peers about written work 	<ul style="list-style-type: none"> use the steps of the writing process, including revising their writing for detail and clarity and proofreading to produce final drafts provide appropriate feedback to peers about written work
W1.5 List titles and authors of books and other materials used as references in written work.		<ul style="list-style-type: none"> begin to use sources for key information 	<ul style="list-style-type: none"> list titles and authors of books and other materials used as references in reports or literature responses

State Writing Performance Standards Proficient Level Descriptors (to be assessed in 6 th grade)	At the 3 rd grade level, students know and are able to do everything required at earlier ages and:	At the 4 th grade level, students know and are able to do everything required at earlier ages and:	At the 5 th grade level, students know and are able to do everything required at earlier ages and:
W2.1 Write a well-organized two-paragraph composition that addresses a single topic.	<ul style="list-style-type: none"> • use the steps of the writing process to produce a minimum of one final, two-paragraph written piece per trimester 	<ul style="list-style-type: none"> • use the steps of the writing process to produce a minimum of one final, two-paragraph written piece per trimester 	<ul style="list-style-type: none"> • use the steps of the writing process to produce a minimum of one final, three-paragraph written piece per trimester
W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences.	<ul style="list-style-type: none"> • write for a variety of purposes (communicate, describe, inform, document, entertain) • write using a variety of forms (letters, retelling a story, poetry, creative writing, journals, and summaries) 	<ul style="list-style-type: none"> • write for a variety of purposes (communicate, persuade, analyze, entertain) • write using a variety of forms (letters, journals, scripts, reports) 	<ul style="list-style-type: none"> • write for a variety of purposes (communicate, persuade, analyze, entertain) • write using a variety of forms (letters, journals, scripts, reports)
W2.3a Use a variety of simple and complex sentence structures in written work. W2.3b Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling and usage in finished written work.	<ul style="list-style-type: none"> • identify nouns and verbs; sentence fragments; run-ons; punctuation (introduce quotations, commas); abbreviations; edit for ending punctuation, capital letters, spelling, clarity, and sentence structure • be introduced to writing with the cursive alphabet • write legibly • relate phonemic awareness to spelling • spell first 300 words in list • use a variety of simple and complex sentence structures in written work 	<ul style="list-style-type: none"> • identify parts of speech (nouns, pronouns, verbs, adjectives, adverbs); subject/verb agreement; sentences/fragments; paragraph conventions; punctuation (periods, commas, quotation marks, possessives); and abbreviations • edit for punctuation, capital letters, and spelling; use spelling strategies (e.g., i before e, words ending in y) • spell first 400 words in the word list • use a variety of simple and complex sentence structures in written work 	<ul style="list-style-type: none"> • identify parts of speech (nouns, pronouns, verbs, adjectives, adverbs); subject/verb agreement; sentences/fragments; paragraph conventions; punctuation (periods, commas, quotation marks, possessives); and abbreviations • edit for punctuation, capital letters, and spelling; use spelling strategies (e.g., double consonants, f to v plural); and recognize point of view • spell first 600 most commonly used words • use a variety of simple and complex sentence structures in written work
W2.4 a Revise writing to improve the logical progression of ideas supporting information. W2.4b Revise own and others' work and provide appropriate feedback to peers, based upon established criteria, to improve quality and effectiveness of writing.	<ul style="list-style-type: none"> • use the steps of the writing process, including pre-writing and drafting; revise their writing for details and clarity of ideas with self and others • proofread and correct drafts for grammar, punctuation, spelling, capitalization, and construction 	<ul style="list-style-type: none"> • write a paragraph with a topic sentence and supporting details with self and others • revise writing to improve clarity • proofread and correct drafts for grammar, punctuation, spelling, capitalization, and construction 	<ul style="list-style-type: none"> • write a well-constructed paragraph with topic sentences and supporting details with self and others • revise writing to improve clarity • proofread and correct drafts for grammar, punctuation, spelling, capitalization, and construction
W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author.	<ul style="list-style-type: none"> • give credit for others' ideas, images, and information 	<ul style="list-style-type: none"> • include a bibliography on a research paper 	<ul style="list-style-type: none"> • write an appropriate bibliography for a research paper
W2.6 Use resources such as computers, word processing software, dictionaries, and thesauruses to make choices when writing.	<ul style="list-style-type: none"> • use the dictionary 	<ul style="list-style-type: none"> • draft and edit on word processing programs 	<ul style="list-style-type: none"> • use resources such as computers, word processing software, dictionaries, and thesauri to make choices when writing

6th-8th: **WRITING**

State Writing Performance Standards Proficient Level Descriptors (to be assessed in 8 th grade)	At the 6 th grade level, students know and are able to do everything required at earlier ages and:	At the 7 th grade level, students know and are able to do everything required at earlier ages and:	At the 8 th grade level, students know and are able to do everything required at earlier ages and:
W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion.	<ul style="list-style-type: none"> • produce at minimum one final written work per quarter using the writing process • write essays/papers with a clearly-defined purpose and well-constructed paragraphs using topic sentences and supporting details 	<ul style="list-style-type: none"> • produce at minimum one final written work per quarter using the writing process • write essays/papers with a clearly-defined purpose, a clear introduction, transitions, a concise conclusion, and well-constructed paragraphs 	<ul style="list-style-type: none"> • produce at minimum one final written work per quarter using the writing process • write essays/papers with a clearly-defined thesis, an introduction, well-constructed paragraphs with transitions and a solid conclusion
W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences.	<ul style="list-style-type: none"> • write using a variety of forms (biographies, essays, short stories, reviews, and reports, with a primary focus on biographies) • write for a variety of purposes (communicate, persuade, describe, document, and analyze) 	<ul style="list-style-type: none"> • write using a variety of forms (autobiographies, essays, short stories, reviews, and reports, with a primary focus on essays) • write for a variety of purposes (communicate, persuade, describe, document, and analyze) 	<ul style="list-style-type: none"> • write using a variety of forms (notetaking, poetry, creative writing, biographies, essays, short stories, reviews, and reports, with a primary focus on writing for research) • write for a variety of purposes (communicate, persuade, describe, document, and analyze)
W3.3 Use the conventions of standard American English including grammar, sentence construction, paragraph structure, punctuation, spelling, and usage in written work.	<ul style="list-style-type: none"> • understand sentences, nouns, verbs, pronouns, adjectives, adverbs, prepositions and conjunctions, subject-verb agreement, capitalization, and punctuation 	<ul style="list-style-type: none"> • use sentences, nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections, compound and complex sentences, subject and verb agreement, capitalization, punctuation 	<ul style="list-style-type: none"> • apply parts of speech, subject and verb agreement, verbals, capitalization, and punctuation in compound and complex sentences
W3.4a Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. W3.4b Form and explain own standards or judgements of quality writing.	<ul style="list-style-type: none"> • understand the steps of the writing process (pre-writing, drafting, revising, and editing) to produce one final written work per quarter • use the multiple areas of the Writing Rubric to revise their own work and provide feedback to peers 	<ul style="list-style-type: none"> • use the steps of the writing process (pre-writing, drafting, revising, and editing) to produce one final written work per quarter • use the six areas of the Writing Rubric in peer editing and in self-assessment (own writing) 	<ul style="list-style-type: none"> • apply the steps of the writing process (pre-writing, drafting, revising, and editing) to produce one final written work per quarter • use the six areas of the Writing Rubric • revise own drafts and provide appropriate feedback to peers to improve quality and effectiveness of writing
W3.5 List and document sources using a given format.	<ul style="list-style-type: none"> • use proper MLA "works cited" page • produce at least one formal research report with "works cited" page 	<ul style="list-style-type: none"> • use proper MLA citation format • produce at least one formal research report with proper citations and "works cited" page 	<ul style="list-style-type: none"> • use proper MLA "works cited" page and citation format • produce at least one formal research report with proper citations and "works cited" page
W3.6 Compose and edit a composition with a word processing program.	<ul style="list-style-type: none"> • use technological resources to compose and edit a composition 	<ul style="list-style-type: none"> • use technological resources to compose and edit a composition 	<ul style="list-style-type: none"> • use technological resources to compose and edit a composition

9th-10th: WRITING

State Writing Performance Standards Proficient Level Descriptors (High School Graduation Qualifying Examination)	At the 9 th grade level, students know and are able to do everything required at earlier ages and:	At the 10 th grade level, students know and are able to do everything required at earlier ages and:
W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.	<ul style="list-style-type: none"> • <i>produce at minimum two final compositions using the writing process</i> • <i>write essays/papers utilizing the traits of the Writing Rubric</i> 	<ul style="list-style-type: none"> • <i>produce at minimum two final compositions using the writing process</i> • <i>write essays/papers utilizing the traits of the Writing Rubric</i>
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.	<ul style="list-style-type: none"> • <i>write using a variety of forms (i.e. biographies, essays, short stories, literary reviews, poetry, letters, journals, and reports)</i> • <i>write for a variety of purposes and audiences (communicate, persuade, describe, document, analyze, and synthesize)</i> 	<ul style="list-style-type: none"> • <i>write using a variety of forms (i.e. biographies, essays, short stories, literary reviews, poetry, letters, journals, dramas, scripts, storyboards, and reports)</i> • <i>write for a variety of purposes and audiences (communicate, persuade, describe, document, analyze, and synthesize)</i>
W4.3 Use the conventions of standard English independently and consistently including grammar, sentence construction, punctuation, spelling, and usage.	<ul style="list-style-type: none"> • <i>identify and use parts of speech, noun/pronoun and subject/verb agreement, correct verb tense, consistent point of view, sentence punctuation, paragraph conventions, and spelling strategies</i> 	<ul style="list-style-type: none"> • <i>identify and use parts of speech, noun/pronoun and subject/verb agreement, correct verb tense, consistent point of view, sentence punctuation, paragraph conventions, and spelling strategies</i>
W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.	<ul style="list-style-type: none"> • <i>use the steps of the writing process (outlining, pre-writing, drafting, revising, and editing) to produce written work</i> • <i>develop sophistication and style as a writer</i> • <i>use the Writing Rubric for self-assessment</i> • <i>use technological resources, compose and edit compositions</i> 	<ul style="list-style-type: none"> • <i>use the steps of the writing process (outlining, pre-writing, drafting, revising, and editing) to produce written work</i> • <i>develop sophistication and style as a writer</i> • <i>use the Writing Rubric for self-assessment</i> • <i>use technological resources, compose and edit compositions</i>
W4.5 Cite sources of information using a standard method of documentation.	<ul style="list-style-type: none"> • <i>practice use of MLA format for documentation</i> • <i>produce at least two formal research reports in various classes, using MLA format</i> 	<ul style="list-style-type: none"> • <i>use MLA format for documentation</i> • <i>produce at least two formal research reports in various classes, using MLA format</i>