

Writing Standards Articulation by Grade

Pre-Kindergarten

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Generate ideas through class discussion

B 2. Draw pictures about ideas generated through class discussion

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Communicate by drawing, telling, or writing for a purpose

B 2. Dictate stories/ideas to the teacher

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Reread the original draft as dictated to teacher or individual

B 2. Prompt students for additional detailing as needed

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

(Introduced in Kindergarten)

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

B 1. Share a finished piece of writing

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Use pictures that convey meaning

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Show a clear sense of coordination between drawing and text (Reader can easily see that they belong together.)

B 2. Begins to 'write' left to right, top to bottom, front to back

B 3. Begins to space appropriately between "words"

B 4. Sequence story through prepared pictures and original work (beginning, middle, end)

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Create pictures or text with a distinctive personal style and originality

B 2. Tell stories from a specific point of view

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Use words or labels that identify the picture. (word / picture connection)

Concept 5: Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

(Introduced in Kindergarten)

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

B 1. Create an environment conducive to writing (clear desk tops, appropriate tools, etc.)

B 2. Hold pencil properly

B 3. Scribbles as approximations of letters and known words

B 4. Begins to identify letters (first initial of own name or letters in name)

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

B 1. Create narratives by drawing, emergent writing, and/or dictation

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Participates, with teacher as scribe, in creating expository texts (labels, lists, observations, journals, summaries) through drawing and/or writing

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Participates, with teacher as scribe, in creating a variety of functional text (classroom rules, letters, experiments, recipes, notes, labels, directions, posters, graphs/tables)

B 2. Participate, with teacher as scribe, in writing for communications

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Introduced in 3rd grade)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Participate in a group discussion based on a literature selection such as a Bible story

- B 2. Participate in a group discussion in response to a given piece of literature that connects:
- a. text to self (personal connection)
 - b. text to world (social connection)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

- B 1. Participates in creating a simple class report with the teacher as scribe.

Writing Standards Articulation by Grade

Kindergarten

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Generate ideas through class discussion

B 2. Use graphic organizers with teacher as scribe

B 3. Draw pictures about ideas generated through class discussion and graphic organizers

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Create a group draft scripted by the teacher

B 2. Communicate individually by drawing, telling, or emergent writing

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Reread the original draft as dictated to teacher or individual

B 2. Prompt students for additional detailing as needed

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

B 1. Review, with prompting and/or assistance, the draft for errors

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

B 1. Share a finished piece of writing

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Use pictures that convey meaning

B 2. Use labels, captions, or picture descriptors to convey meaning

B 3. Use pictures with imitative text, letters, or recognizable words to expand meaning

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Show a clear sense of coordination between drawing and text (Reader can easily see that they belong together.)

B 2. Begin to "write" left to right, top to bottom, front to back

B 3. Space appropriately between words with some degree of accuracy

B 4. Sequence story through prepared pictures and original work (beginning, middle, end)

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Create pictures or text with a distinctive personal style and originality

B 2. Tell stories from a specific point of view

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Select labels, captions, or descriptors to enhance pictures

B 2. Use words or labels that clearly identify the picture (picture / word connection)

Concept 5: Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

B 1. Attempt simple sentences or sentence fragments

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

B 1. Create an environment conducive to writing (clear desk tops, appropriate tools, etc.)

B 2. Hold pencil properly

B 3. Write the 26 letters of the alphabet in lower and upper case

B 4. Distinguish between upper and lower case

B 5. Use capital letters to begin “important” words in an experimental way

B 6. Use space between words

B 7. Write left to right, top to bottom, and front to back

B 8. Use punctuation in writing in an experimental way

B 9. Use knowledge of letter-sound relationship to spell simple words with some consonants and a few vowel sounds (such as *I lik nis pepl – I like nice people.*)

B 10. Use resources in the room to assist correct spelling (environmental print, word walls, etc.)

B 11. Write own name on personal work

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

B 1. Create narratives by drawing, emergent writing, and/or dictation

B 2. Participate in writing simple poetry, rhymes, songs, etc.

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Participate, with teacher as scribe, in creating expository texts (ex. labels, lists, observations, journals, summaries) through drawing and/or writing

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Participate, with teacher as scribe, in creating a variety of functional text such as classroom rules, letters, experiments, recipes, notes, labels, directions, posters, graphs/tables

B 2. Participate, with teacher as scribe, in writing for communication such as friendly letters and thank you notes

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Introduced in 3rd grade)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Participate in a group discussion based on a literature selection such as a Bible stories that identifies characters, setting, and sequencing of events

B 2. Participate in a group discussion in response to a given piece of literature that connects the following:

- a. text to self (personal connection)
- b. text to world (social connection)
- c. text to text (compare with multiple texts)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

B 1. Participate in creating a simple class report with the teacher as scribe

Writing Standards Articulation by Grade

Grade 1

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Discuss intended purpose and audience

B 2. Generate ideas through class discussion with prewriting activities (ie. brainstorming, webbing, drawing, writer's notebook, etc.)

B 3. Draw pictures about ideas generated through class discussion

B 4. Organize ideas using maps, webs, or lists

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Write a draft (story, caption, letter, observation, message)

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Reread original draft, with teacher or aide assisting as necessary

B 2. Add additional details with prompting

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

B 1. Review, with prompting and/or assistance, the draft for errors in conventions

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

B 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience

B 2. Write legibly.

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Write stand-alone text that expresses a clear message

B 2. Incorporate details in picture and text

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Demonstrate sequencing or patterning in written text or storyboards

B 2. Show a sense of beginning (*This is a story of...*, *One day...*, *My favorite...*)

B 3. Write sentences in an order that supports a main idea or story

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Create pictures or text that is expressive, individualistic, engaging, and lively

B 2. Tell stories from a specific point of view

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Select words that convey a clear, general meaning

B 2. Use a variety of words, even if not spelled correctly, to convey the intended message

B 3. Use expressive descriptive phrases and short sentences, beyond one – or two-word labels

Concept 5: Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

B 1. Writes simple sentences

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

B 1. Create an environment conducive to writing (clear desk tops, appropriate tools, etc.)

B 2. Hold pencil properly

B 3. Incorporate conventions into own text, including:

- a. spacing between words
- b. spacing between lines
- c. consistent left-right and up-down orientation
- d. placement of title

B 4. Use of capital letters correctly in the following :

- a. the pronoun I
- b. beginning a sentence
- c. names

B 5. Punctuate endings of sentences with the following:

- a. periods
- b. question marks
- c. exclamation points

B 6. Spell high frequency words correctly

B 7. Use common spelling patterns to spell words correctly (onset, word families, CVC words)

B 8. Use basic phonetic spelling of unfamiliar words to create readable texts

B 9. Use resources such as environmental print, word walls, context, and simple dictionaries to spell correctly

B 10. Use subject / verb agreement in simple sentence construction

B 11. Use the following parts of speech correctly in simple sentences

- a. nouns
- b. action verbs

B 12. Write own name on personal work

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

- B 1. Write a narrative that includes:
- a main idea based on real or imagined events
 - character(s)
 - a sequence of events

B 2. Participates in writing simple poetry, rhymes, songs, or chants

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Creates expository texts (labels, lists, observations, journals) through drawing and/or writing

B 2. Participates in creating simple summaries from informational texts, graphs, tables, or maps

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Write a variety of functional text (classroom rules, letters, experiments, recipes, notes, labels, directions, posters, graphs/tables)

B 2. Participate in writing communications, with teacher as scribe, including friendly letters and thank you notes

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(not applicable until 3rd grade)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Participate in a group discussion or written response based on a literature selection such as Bible stories, short stories, or children's books that identifies:

- a. characters
- b. setting
- c. sequencing of events
- d. main idea

B 2. Participate in a group discussion or written response to a given piece of literature that connects:

- a. text to self (personal connection)
- b. text to world (social connection)
- c. text to text (compare with multiple texts)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

B 1. Write a simple report with a title and three facts, using informational sources

Writing Standards Articulation by Grade Grade 2

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Discuss intended purpose (entertain, inform, communicate) and audience (teacher, parent, classmate)

B 2. Generate ideas through class discussion with prewriting activities (brainstorming, webbing, drawing, writer's notebook, etc.)

B 3. Draw pictures about ideas generated through class discussion

B 4. Organize ideas using maps, webs, or lists

B 5. Maintain a record of writing ideas for future writing projects (pictures, lists, journals, etc.)

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Write a draft with supporting details (story, caption, letter, observation, message)

B 2. Organize details in a logical sequence

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Reread original draft for clarity with minimal prompting

B 2. Add additional details for audience understanding with minimal prompting from teacher, peer, or aide

B 3. Evaluate draft for use of one or more of the writing elements with the assistance of teacher, peer, checklist or rubric

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

B 1. Review the draft for errors in conventions with visual and verbal prompting

B 2. Use simple resources such as word walls, primary dictionaries or spelling lists to correct conventions

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

B 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience

B 2. Write legibly.

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Write stand-alone text that expresses a clear message

B 2. Incorporate relevant details in text to add interest

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Organize content in a selected format (friendly letter, narrative, expository)

B 2. Demonstrate sequencing or patterning in written text

B 3. Use beginning and concluding statements in text (other than "The End")

B 4. Use signal words to indicate the order of events or ideas (ex. first, second, next)

B 5. Write multiple sentences that support and topic

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Create text that is expressive, individualistic, engaging, and lively

B 2. Tell stories with an awareness for audience as shown through word choice, style and point of view

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Select words that convey a clear, general meaning

B 2. Select words and terms appropriate to the style of writing

B 3. Use a variety of words, even if not spelled correctly, to convey the intended message

B 4. Use expressive descriptive phrases and short sentences, beyond one – or two-word labels

Concept 5: Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

B 1. Writes simple sentences with a variety of beginnings and lengths

B 2. Write sentences that sound natural when read aloud

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

B 1. Create an environment conducive to writing (clear desk tops, appropriate tools, etc.)

B 2. Hold pencil properly

B 3. Incorporate conventions into own text, including:

- a. spacing between words
- b. spacing between lines
- c. consistent left-right and up-down orientation
- d. placement of title

B 4. Use of capital letters correctly for the following:

- a. the pronoun I
- b. beginning a sentence
- c. names

B 5. Punctuate endings of sentences with the following:

- a. periods
- b. question marks
- c. exclamation points

B 6. Use commas to punctuate

- a. items in a series
- b. greetings and closings of letters
- c. dates

B 7. Use a colon to punctuate time

B 8. Use apostrophes to correctly punctuate contractions

B 9. Spell high frequency words correctly

B 10. Use common spelling patterns to spell words correctly (onset, word families, CVC words)

B 11. Use basic phonetic spelling of unfamiliar words to create readable texts

B 12. Use resources such as environmental print, word walls, context, and simple dictionaries to spell correctly

B 13. Use subject / verb agreement in simple sentence construction

B 14. Use the following parts of speech correctly in simple sentences

- a. nouns
- b. action verbs

B 15. Write own name on personal work

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

- B 1. Write a narrative that includes:
- a main idea based on real or imagined events
 - character(s)
 - a sequence of events

B 2. Participates in writing simple poetry, rhymes, songs, or chants

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Creates expository texts (labels, lists, observations, journals, summaries) through drawing and/or writing

B 2. Participates in creating simple summaries from informational texts, graphs, tables, or maps

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Write a variety of functional text (classroom rules, letters, experiments, recipes, notes, labels, directions, posters, graphs/tables)

B 2. Write communications including friendly letters and thank you notes

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

(Introduced in 3rd grade)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Participate in a group discussion or written response based on a literature selection such as Bible stories, short stories, or children's books that identifies one or more of these:

- a. characters
- b. setting
- c. sequencing of events
- d. main idea

B 2. Participate in a group discussion or written response to a given piece of literature that connects:

- a. text to self (personal connection)
- b. text to world (social connection)
- c. text to text (compare with multiple texts)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

B 1. Write a simple report using informational sources with

- a. title
- b. main idea
- c. a minimum of 3 supporting details

Writing Standards Articulation by Grade

Grade 3

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Generate ideas through a variety of activities (brainstorming, graphic organizers, drawing, group discussion, printed materials, etc.)

B 2. Determine the purpose of a writing piece (entertain, communicate, persuade, etc.)

B 3. Determine the intended audience of a writing piece and identify how it will relate to the audience through voice

B 4. Use organizational strategies (graphic organizers, KWL chart, log book)

B 5. Use time-management strategies, when appropriate, to produce a writing product within a set time period

B 6. Maintain a record of writing ideas for future writing projects (pictures, lists, journals, etc.)

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Use a prewriting plan to develop a draft with main idea and supporting details

B 2. Organize writing into a logical sequence that is clear to the audience

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency with the guidance of the teacher

B 2. Add details to the draft to more effectively accomplish the purpose

B 3. Rearrange words, sentences, and paragraphs to clarify the meaning

B 4. Use a combination of simple and compound sentences to improve sentence fluency

B 5. Modify word choice to enhance the writing

B 6. Apply appropriate tools or strategies (peer review, checklists, and rubrics to refine the draft)

B 7. Use resources and reference materials to select more precise vocabulary

Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.
B 1. Identify punctuation, spelling, and grammar and usage errors in the draft
B 2. Apply proofreading marks to indicate errors (may be inconsistent or experimental)
B 3. Use resources to correct conventions (dictionaries, word walls, lists, spelling/grammar checkers)
B 4. Apply appropriate strategies or tools to edit the draft (peer review, checklists, and rubrics)

Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience.
B 1. Prepare writing in a style (oral presentation, manuscript, multimedia) appropriate to audience, purpose, and rubric
B 2. Share the writing with the intended audience when appropriate
B 3. Use margins and spacing to enhance the final product
B 4. Write legibly

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Express ideas that are clear and directly related to the topic

B 2. Provide content and selected details that are well suited to the audience and purpose

B 3. Use relevant details to provide adequate support for the ideas

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Organize content in a selected style (friendly letter, narrative, expository)

B 2. Create a beginning that captures the reader's interest

B 3. Place details appropriately to support the main idea

B 4. Use transitional words and phrases to connect ideas (first, second, next, then, so, but, after that, because, etc.)

B 5. Construct a paragraph that groups sentences around a topic

B 6. Create an ending to provide a sense of resolution or closure

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Show awareness of the audience through word choice and style

B 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to the writing

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Use a variety of accurate and specific words that effectively convey the intended message

B 2. Use descriptive words and phrases that energize the writing

B 3. Apply vocabulary and terminology appropriate to the type of writing

Concept 5: Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

B 1. Use simple and compound sentences in writing

B 2. Write sentences that flow together and sound natural when read aloud

B 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the piece

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

B 1. Create an environment conducive to writing (desk tops clear, appropriate tools, etc.)

B 2. Hold pencil properly

B 3. Incorporate conventions into own text, including the following:

- a. spacing between words
- b. spacing between lines
- c. consistent left-right and up-down orientation
- d. placement of title

B 4. Use capital letters correctly for the following:

- a. pronoun I
- b. beginning of a sentence
- c. names
- d. abbreviations
- e. literary titles (book, story, poem)

B 5. Punctuate endings of sentences with:

- a. periods
- b. question marks
- c. exclamation points

B 6. Use commas to punctuate

- a. items in a series
- b. greetings and closings of letters
- c. dates

B 7. Use a colon to punctuate time

B 8. Use quotation marks to punctuate dialogue (experimental and inconsistent at this stage)

B 9. Use apostrophes to correctly punctuate contractions and singular possessives

B 10. Spell high frequency words correctly

B 11. Use common spelling patterns to spell words correctly (onset, word families, CVC words)

B 12. Spell basic homonyms correctly in context

B 13. Use resources to spell correctly (such as environmental print, word walls, context, and dictionaries)

B 14. Use subject / verb agreement in simple sentence construction
B 15. Use the following parts of speech correctly in simple sentences <ol style="list-style-type: none">nounsaction verbspersonal pronounsadjectives
B 16. Write full name on personal work

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

B 1. Write a narrative that includes the following:

- a. characters
- b. setting
- c. plot
- d. sensory details
- e. clear language
- f. logical sequence of events

B 2. Write in a variety of expressive forms such as poetry and skit that use

- a. rhyme
- b. dialogue
- c. characterization
- d. plot
- e. appropriate style

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Record information related to the topic (observations, notes, lists, charts, maps, etc.)

B 2. Write an expository paragraph that contains a topic sentence, supporting details, and relevant information

B 3. Write in a variety of expository forms (summary, article, reflective paper, log, journal)

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Write a variety of functional texts (directions, recipes, procedures, rubrics, labels, etc.)

B 2. Write communications including the following forms:

- a. thank you notes
- b. friendly letter
- c. formal letter
- d. messages (phone, email, note)
- e. invitation

B 3. Address an envelope for correspondence that includes appropriate recipient and return address

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

B 1. Write persuasive text that attempts to influence the reader such as advertisement or paragraph

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Write a reflection on a literature selection such as a journal entry or book review

B 2. Write a book report that identifies:

- a. main idea
- b. characters
- c. setting
- d. sequence of events
- e. problem/solution

B 3. Write a response to a literature selection that connects:

- a. text to self
- b. community connection (school, church, city, etc.)
- c. text to text (teacher directed comparison of multiple texts)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

B 1. Paraphrase information from at least one source into note form

B 2. Organize notes in a meaningful sequence

B 3. Write an informational report that includes main idea(s) and relevant details

Writing Standards Articulation by Grade

Grade 4

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Generate ideas through a variety of activities (brainstorming, graphic organizers, drawing, group discussion, printed materials, etc.)

B 2. Determine the purpose of a writing piece (entertain, communicate, persuade, etc)

B 3. Determine the intended audience of a writing piece and identify how you will relate to the this audience through voice

B 4. Use organizational strategies (graphic organizers, KWL chart, log book)

B 5. Use time management strategies, when appropriate, to produce a writing product within a set time period.

B 6. Maintain a record of writing ideas for future writing projects (pictures, lists, journals, etc.)

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Use a prewriting plan to develop a draft with main idea and supporting details

B 2. Organize writing into a logical sequence that is clear to the audience

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency with the guidance of the teacher

B 2. Add details to the draft to more effectively accomplish the purpose

B 3. Rearrange words, sentences, and paragraphs to clarify the meaning

B 4. Use a combination of simple and compound sentences to improve sentence fluency

B 5. Modify word choice to enhance the writing

B 6. Apply appropriate tools or strategies (peer review, checklists, and rubrics to refine the draft)

B 7. Use resources and reference materials to select more precise vocabulary

Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.
B 1. Identify punctuation, spelling, and grammar and usage errors in the draft
B 2. Apply proofreading marks to indicate errors
B 3. Use resources to correct conventions (dictionaries, word walls, lists, spelling/grammar checker)
B 4. Apply appropriate strategies or tools to edit the draft (peer review, checklists, and rubrics)

Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience.
B 1. Prepare writing in a style (oral presentation, manuscript, multimedia) appropriate to audience, purpose, and rubric
B 2. Share the writing with the intended audience when appropriate
B 3. Use margins and spacing to enhance the final product
B 4. Write legibly

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Express ideas that are clear and directly related to the topic

B 2. Provide content and selected details that are well-suited to the audience and purpose

B 3. Use relevant details to provide adequate support for the ideas

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Organize content in a selected style (business and friendly letter formats, narrative, poetry)

B 2. Create a beginning that captures the reader's interest

B 3. Place details appropriately to support the main idea

B 4. Use a variety of transitional words and phrases that create smooth connections between ideas

B 5. Construct a paragraph that groups sentences around a topic

B 6. Create an ending that provides a sense of resolution or closure

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Show awareness of the audience through word choice and style

B 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to the writing

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Use a variety of accurate and specific words that effectively convey the intended message

B 2. Use descriptive words and phrases that energize the writing

B 3. Apply vocabulary and terminology appropriate to the type of writing
B 4. Use literal and figurative language in a variety of ways (imitating, rhyming, rhythm) although it may be experimental and inconsistent in the beginning

Concept 5: Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.
B 1. Use simple and compound sentences in writing
B 2. Write sentences that flow together and sound natural when read aloud
B 3. Vary sentence, beginnings, lengths, and patterns to enhance the flow of the piece
B 4. Use effective and natural dialogue when appropriate

Concept 6: Conventions Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
B 1. Create an environment conducive to writing (desk tops clear, appropriate tools, etc.)
B 2. Hold pencil properly
B 3. Incorporate conventions into own text, including the following: <ul style="list-style-type: none"> a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation d. placement of title
B 4. Use capital letters correctly for the following: <ul style="list-style-type: none"> a. proper nouns and titles (months, days, Mr., Fr.) b. beginning a sentence c. names d. abbreviations e. literary titles (books, story, poem)
B 5. Punctuate endings of sentences with: <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points
B 6. Use commas to punctuate <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. dates d. introductory words
B 7. Use a colon to punctuate time
B 8. Use quotation marks to punctuate dialogue and titles
B 9. Use apostrophes to correctly punctuate contractions and singular possessives

B 10. Use paragraph breaks to indicate an organizational structure
B 11. Spell high frequency words correctly
B 12. Use common spelling patterns to spell words correctly (onset, word families, CVC words)
B 13. Spell homonyms correctly in context
B 14. Use resources to spell correctly (such as environmental print, word walls, context, and dictionaries)
B 15. Use subject / verb agreement in simple and compound sentence construction
B 16. Use the following parts of speech correctly in simple sentences <ol style="list-style-type: none">nounsaction verbspersonal pronounsadjectivesconjunctionsadverbs
B 17. Write full name on personal work

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

B 1. Write a narrative that includes the following:

- a. characters
- b. setting
- c. plot
- d. sensory details
- e. clear language
- f. logical sequence of events

B 2. Write in a variety of expressive forms such as poetry and skit that use

- a. rhyme/rhythm
- b. dialogue
- c. characterization
- d. plot
- e. appropriate style
- f. figurative language

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Record information related to the topic (observations, notes, lists, charts, maps, etc.)

B 2. Write an expository paragraph that contains a topic sentence, supporting details, and relevant information

B 3. Write in a variety of expository forms (essay, summary, article, reflective paper, log, journal)

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Write in a variety of functional text (directions, recipes, procedures, rubrics, labels, etc.)

B 2. Write communications including

- a. thank you notes
- b. friendly letter
- c. formal letter
- d. messages (phone, email, note)
- e. invitation

B 3. Address and envelope for correspondence that includes appropriate recipient and return addresses

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

B 1. Write persuasive text that attempts to influence the reader (advertisement, paragraph)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Write a reflection to a literature selection (journal entry, book review)

B 2. Write a book report that identifies

- a. main idea
- b. characters
- c. setting
- d. sequence of events
- e. conflict/resolution

B 3. Write a response to a literature selection that connects:

- a. evidence from the text
- b. personal experience
- c. comparison to other text / media

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

B 1. Paraphrase information from at least one source into note form

B 2. Organize notes in a meaningful sequence

B 3. Write an informational report that includes main idea(s) and relevant details

Writing Standards Articulation by Grade

Grade 5

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Generate ideas through a variety of activities (brainstorming, graphic organizers, drawing, group discussion, printed materials, etc.)

B 2. Determine the purpose of a writing piece (entertain, communicate, persuade, etc.)

B 3. Determine the intended audience of a writing piece and identify how it will relate to the audience through voice

B 4. Use organizational strategies (graphic organizers, KWL chart, log book)

B 5. Use time-management strategies, when appropriate, to produce a writing product within a set time period

B 6. Maintain a record of writing ideas for future writing projects (pictures, lists, journals, etc.)

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Use a prewriting plan to develop a draft with main idea and supporting details

B 2. Draft paper skipping lines to allow room for editing

B 3. Write consistently on one side of the paper to allow room to rewrite

B 4. Identify audience and purpose for writing

B 5. Organize writing into a logical sequence that is clear to the audience

B 6. Use simple paragraphing structure

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency with the guidance of the teacher.

B 2. Add details to the draft to more effectively accomplish the purpose

B 3. Rearrange words, sentences, and paragraphs to clarify the meaning

B 4. Use a combination of simple and compound sentences to improve sentence fluency
B 5. Modify word choice to enhance the writing
B 6. Apply appropriate tools or strategies (peer review, checklists, and rubrics to refine the draft)
B 7. Use resources and reference materials to select more precise vocabulary

Concept 4: Editing Editing includes proofreading and correcting the draft for conventions.
B 1. Identify punctuation, spelling, and grammar and usage errors in the draft
B 2. Apply proofreading marks to indicate errors
B 3. Use resources to correct conventions (dictionaries, word walls, lists, spelling/grammar checker)
B 4. Apply appropriate strategies or tools to edit the draft (peer review, checklists, and rubrics)

Concept 5: Publishing Publishing includes formatting and presenting a final product for the intended audience.
B 1. Prepare writing in a style (oral presentation, manuscript, multimedia) appropriate to audience, purpose, and rubric
B 2. Share the writing with the intended audience when appropriate
B 3. Use margins and spacing to enhance the final product
B 4. Write legibly

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Express ideas that are clear and directly related to the topic

B 2. Provide content and selected details that are well-suited to the audience and purpose

B 3. Use relevant details to provide adequate support for the ideas

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Organize content in a selected style (business and friendly letter formats, narrative, poetry)

B 2. Create a beginning that captures the reader's interest

B 3. Place details appropriately to support the main idea

B 4. Use a variety of transitional words and phrases that create smooth connections between ideas

B 5. Construct a paragraph that groups sentences around a topic

B 6. Create an ending that provides a sense of resolution or closure

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Show awareness of the audience through word choice and style

B 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to the writing

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Use a variety of accurate and specific words that effectively convey the intended message

B 2. Use descriptive words and phrases that energize the writing

B 3. Apply vocabulary and terminology appropriate to the type of writing
B 4. Use literal and figurative language in a variety of ways (imitating, rhyming, rhythm) although it may be experimental and inconsistent in the beginning

Concept 5: Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.
B 1. Use simple and compound sentences in writing
B 2. Write sentences that flow together and sound natural when read aloud
B 3. Vary sentence, beginnings, lengths, and patterns to enhance the flow of the piece
B 4. Use effective and natural dialogue when appropriate

Concept 6: Conventions Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
B 1. Create an environment conducive to writing (desk tops clear, appropriate tools, etc.)
B 2. Hold pencil properly
B 3. Incorporate conventions into own text, including the following: <ul style="list-style-type: none"> a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation d. placement of title
B 4. Use of capital letters correctly for the following: <ul style="list-style-type: none"> a. proper nouns and titles (months, days, Mr., Fr.) b. beginning a sentence c. names d. abbreviations e. literary titles (books, story, poem)
B 5. Punctuate endings of sentences with: <ul style="list-style-type: none"> a. periods b. question marks c. exclamation points
B 6. Use commas to punctuate <ul style="list-style-type: none"> a. items in a series b. greetings and closings of letters c. dates d. introductory words
B 7. Use a colon to punctuate time
B 8. Use quotation marks to punctuate dialogue and titles
B 9. Use apostrophes to correctly punctuate contractions and singular possessives

B 10. Use paragraph breaks to indicate an organizational structure
B 11. Spell high frequency words correctly
B 12. Use common spelling patterns to spell words correctly (onset, word families, CVC words)
B 13. Spell homonyms correctly in context
B 14. Use resources to spell correctly (such as environmental print, word walls, context, and dictionaries)
B 15. Use subject / verb agreement in simple and compound sentence construction
B 16. Use the following parts of speech correctly in simple sentences <ol style="list-style-type: none">a. nounsb. action verbsc. personal pronounsd. adjectivese. conjunctionsf. adverbs
B 17. Write full name on personal work

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

B 1. Write a narrative that includes the following:

- a. characters
- b. setting
- c. plot
- d. sensory details
- e. clear language
- f. logical sequence of events

B 2. Write in a variety of expressive forms such as poetry and skit that use

- a. rhyme/rhythm
- b. dialogue
- c. characterization
- d. plot
- e. appropriate style
- f. figurative language

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Record information related to the topic (observations, notes, lists, charts, maps, etc.)

B 2. Write an expository paragraph that contains a topic sentence, supporting details, and relevant information

B 3. Write in a variety of expository forms (essay, summary, article, reflective paper, log, journal)

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Write in a variety of functional text (directions, recipes, procedures, rubrics, labels, etc.)

B 2. Write communications including

- a. thank you notes
- b. friendly letter
- c. formal letter
- d. messages (phone, email, note)
- e. invitation

B 3. Address and envelope for correspondence that includes appropriate recipient and return addresses

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

B 1. Write persuasive text that attempts to influence the reader (advertisement, paragraph)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Write a reflection to a literature selection (journal entry, book review)

B 2. Write a book report that identifies

- a. main idea
- b. characters
- c. setting
- d. sequence of events
- e. conflict/resolution

B 3. Write a response to a literature selection that connects:

- a. evidence from the text
- b. personal experience
- c. comparison to other text / media

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

B 1. Paraphrase information from at least one source into note form

B 2. Organize notes in a meaningful sequence

B 3. Write an informational report that includes main idea(s) and relevant details

B 4. Develop an understanding that using someone else's words without crediting the originator is plagiarism

Writing Standards Articulation by Grade Sixth Grade

The Writing Process:

Research has shown that five major steps are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by all writers as they compose, although different assignments will emphasize different steps in the process. The steps are sequential and should be used as a writing sample moves toward completion. These steps will allow students to reflect their own skills and talents, to set goals for improvement, and to evaluate their own progress toward the goal.

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Brainstorm ideas

B 2. Use graphic organizers to structure ideas (webbing, mapping, KWL, Venn Diagram, wheel/spiral, cubing, etc.) **M**

B 3. Use of outline to the level of detail with I, A, 1) **I**

B 4. Creating a timeline of events (particularly critical in expository and functional) **I**

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Use a prewriting form to develop a draft with a main idea and supporting details

B 2. Draft paper skipping lines to allow room for editing

B 3. Write consistently on one side of paper to allow room to rewrite

B 4. Identify audience and purpose for writing

B 5. Organize writing into a logical sequence for the audience and purpose of writing piece

B 6. Use simple sentences, compound and complex sentences

B 7. Use simple paragraphing structure

B 8. Use of the three-paragraph and five-paragraph models

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Write a clearly defined thesis statement or topic sentence

B 2. Revise simple, compound, and complex sentences to vary structure and add variety for interest

B 3. Use simple paragraphing structure (topic sentence, major/minor supports, conclusion sentence)

B 4. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency
B 5. Add details to the draft to enhance the stated purpose of the paper
B 6. Delete irrelevant and/or redundant information from the draft
B 7. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style
B 8. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style
B 9. Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency
B 10. Apply appropriate tools or strategies (peer review, checklists, rubrics) to refine draft
B 11. Use resources and reference materials to select more precise vocabulary

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

B 1. Identify punctuation, spelling, and grammar and usage errors in the draft
B 2. Use resources (dictionary, word lists, spelling/grammar checkers) to correct conventions.
B 3. Apply proofreading marks to indicate errors in conventions.
B 4. Apply appropriate tools or strategies (peer review, checklists, rubrics) to edit the draft

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

B 1. Prepare writing in the appropriate format for the type of writing
B 2. Use margins and spacing to enhance the final product
B 3. Use charts, diagrams, and pictures as appropriate to the format to enhance final product
B 4. Write legibly
B 5. Master appropriate publishing conventions at grade level expectation

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas are emphasized and developed by strong support and rich details. Purpose of the writing is accomplished.

B 1. Choose topic that is narrow and manageable

B 2. Ensure ideas are clear and make sense

B 3. Support ideas with details the ideas

B 4. Include ideas and details that are original

B 5. Develop a sufficient explanation or exploration of the topic

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

B 1. Write a strong introduction that draws in the reader

B 2. Place details appropriately to support the ideas

B 3. Master simple paragraphing structure

B 4. Master three-paragraph and five-paragraph models

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate for audience and purpose for writing as directed by prompt of style.

B 1. Master writing style and purpose for the audience

B 2. Use engaging tone and style

B 3. Use language appropriate to the audience and purpose

B 4. Connect with the audience through the use of appropriate person (1st, 2nd, or 3rd)

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

B 1. Use specific and descriptive words
B 2. Use vocabulary that is original, natural, and varied
B 3. Use literal and figurative language as appropriate to purpose
B 4. Use words that consistently support style and type of writing

Concept 5: Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.
B 1. Vary sentence length, beginnings, and patterns so to enhance the flow of writing
B 2. Use well-constructed sentences that flow together and sound natural when read aloud
B 3. Write simple, compound, and complex sentences
B 4. Use transition to improve flow and rhythm
B 5. Use effective and natural dialogue when appropriate

Concept 6: Conventions Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
B 1. Correct use of capital letters
B 2. Correct use of commas, colons, and semicolons
B 3. Correct use of apostrophe in contractions and possessives (singular and plural)
B 3. Use quotation marks correctly in: a. dialogue b. titles of short works (chapter, story, article, song, poem) c. exact words from sources
B 4. Use of simple compound and complex sentences
B 5. Master spelling of high frequency words and use of tools to assist in this effort
B 6. Master use of correct homonym in context
B 7. Master use of parts of speech in context
B 8. Subject / verb agreement in simple, compound and complex sentences

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills and improve their understanding in content area concepts. When appropriate, other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real or imaginary events.

B 1. Write a narrative that includes:

- a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience
- b. effectively developed characters
- c. a clearly described setting
- d. figurative language, or descriptive words and phrases to enhance style and tone
- e. dialogue as appropriate

B 2. Write in a variety of expressive forms such as poetry or skits that, according to mode, employ the following:

- a. figurative language
- b. rhythm
- c. dialogue
- d. characterization
- e. plot
- f. appropriate format

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Record information (observations, notes, lists, charts, map labels, and legends) related to the topic noting the source for proper crediting

B 2. Write a summary based on the information gathered that include(s):

- a. a topic sentence
- b. supporting details
- c. relevant information

B 3. Write an explanatory essay that includes:

- a. a thesis statement
- b. supporting details
- c. introductory, body, and concluding paragraphs

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

B 1. Write a variety of functional texts (directions, recipes, procedures, rubrics, labels, posters, and graphs/tables)

B 2. Write a friendly letter correctly from heading to signature (heading, salutation, body, closing, and signature)

B 3. Write a formal letter that follows a conventional business letter format

B 3. Take notes from text and classroom instruction in an organized fashion

- a. outline
- b. graphic organizers
- c. summary
- d. main idea with major and minor supports

B 4. Address an envelope for correspondence (return and recipient address)

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

B 1. Write persuasive text that accomplishes the following:

- a. establishes and develops a controlling idea
- b. supports arguments with detailed evidence
- c. includes persuasive techniques
- d. excludes irrelevant information
- e. attributes sources of information when appropriate

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements within it.

B 1. Write a response to literature that:

- a. presents several clear ideas
- b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media
- c. relates own ideas to supporting details in a clear and logical manner
- d. provides support adequate to the literary selection (ex. short poem vs. novel)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and

synthesizes the information to a new finished product.
B 1. Develop the skill of using someone else’s words and ideas and crediting the originator in proper style. Plagiarism in any form is unacceptable.
B 2. Write a summary of information from a variety of sources (ex. encyclopedias, websites, experts, periodicals) that includes: a. paraphrasing to convey ideas and details from the sources b. main idea and relevant details
B 3. Write and informational report that includes: a. a focused topic b. appropriate facts and relevant details c. logical sequence d. a concluding statement e. a list of sources used in MLA (I) and APA (I) format style

Levels of skill – Introduce, Developing, Mastery, Opportunity

Category for Writing Applications	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Expository							
o Biography, Autobiography, Personal Narrative	I	D	M	M	M	M	M
o Book Reviews	D	D	M	M	M	M	M
o Essay Questions	D	D	D	M	M	M	M
o Compare / Contrast	D	D	D	M	M	M	M
o Character Analysis	D	D	M	M	M	M	M
o Content Area Writing	D	D	M	M	M	M	M
o Summary	I	D	D	M	M	M	M
o Journalistic Writing	I	I	D	D	M	M	M
Narrative							
o Personal narrative	D	D	D	M	M	M	M
o Short Stories	D	D	M	M	M	O	O
Other Writing Experiences							
o Daily Writing (Directed Journaling)	D	D	D	M	M	M	O
o Timed Writing Practice			I	I	D	M	M

Writing Standards Articulation by Grade Seventh Grade

The Writing Process:

Research has shown that there are major steps that are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by every writer as they compose although different assignments will emphasize different steps in the process. The steps are sequential and will be used as a piece moves toward completion. These steps will allow a student to reflect their own skill and talent, to set goals for improvement, and to evaluate their own progress toward the goal. Levels of skill – **I**ntroduce, **D**eveloping, **M**astery

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Brainstorm ideas

B 2. Use graphic organizers to structure ideas (webbing, mapping, KWL, Venn Diagram, wheel/spiral, cubing, etc.) **M**

B 3. Use of outline to the level of detail with I, A, 1) **M**

B 4. Creating a timeline of events (particularly critical in expository and functional) **M**

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Use a prewriting form to develop a draft with a main idea and supporting details

B 2. Draft paper skipping lines to allow room for editing

B 3. Write consistently on one side of paper to allow room to rewrite

B 4. Identify audience and purpose for writing

B 5. Organize writing into a logical sequence for the audience and purpose of writing piece

B 6. Use simple sentences, compound and complex sentences

B 7. Use simple paragraphing structure

B 8. Use of the three-paragraph and five-paragraph models

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Write a clearly defined thesis statement or topic sentence

B 2. Revise simple, compound, and complex sentences to vary structure and add variety for interest

B 3. Use simple paragraphing structure (topic sentence, major/minor supports, conclusion sentence)

B 4. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency
B 5. Add details to the draft to enhance the stated purpose of the paper
B 6. Delete irrelevant and/or redundant information from the draft
B 7. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style
B 8. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style
B 9. Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency
B 10. Apply appropriate tools or strategies (peer review, checklists, rubrics) to refine draft
B 11. Use resources and reference materials to select more precise vocabulary

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

B 1. Identify punctuation, spelling, and grammar and usage errors in the draft
B 2. Use resources (dictionary, word lists, spelling/grammar checkers) to correct conventions
B 3. Apply proofreading marks to indicate errors in conventions
B 4. Apply appropriate tools or strategies (peer review, checklists, rubrics) to edit the draft

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

B 1. Prepare writing in the appropriate format for the type of writing
B 2. Use of margins and spacing to enhance the final product
B 3. Use of charts, diagrams, and pictures as appropriate to the format to enhance final product
B 4. Legible writing
B 5. Master appropriate to the specific grade level expectations

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order in does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose of the writing is accomplished.

- B 1. Choose topic that is narrow and manageable
- B 2. Ensure ideas are clear and make sense
- B 3. Support ideas with details
- B 4. Include ideas and details that are original
- B 5. Develop a sufficient explanation or exploration of the topic

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

- B 1. Write a strong introduction that draws in the reader
- B 2. Place details appropriately to support the ideas
- B 3. Master simple paragraphing structure
- B 4. Master three-paragraph and five-paragraph models

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate to audience and purpose for writing as directed by prompt of style.

- B 1. Master writing style and purpose for the audience
- B 2. Use engaging tone and style
- B 3. Use language appropriate to the audience and purpose
- B 4. Connect to the audience through the use of appropriate person (1st, 2nd, or 3rd)

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

- B 1. Use specific and descriptive words
- B 2. Use vocabulary that is original, natural, and varied

B 3. Use literal and figurative language as appropriate to purpose
B 4. Use words that consistently support style and type of writing

Concept 5: Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.
B 1. Vary sentence length, beginnings, and patterns so to enhance the flow of writing
B 2. Use well-constructed sentences that flow together and sound natural when read aloud
B 3. Write simple, compound, and complex sentences
B 4. Use transition that lead to the flow or rhythm of writing
B 5. Use effective and natural dialogue when appropriate

Concept 6: Conventions Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
B 1. Correct use of capital letters
B 2. Correct use of commas, colons, and semicolons
B 3. Correct use of apostrophe in contractions and possessives (singular and plural)
B 3. Use quotation marks correctly in: a. dialogue b. titles of short works (e.g., chapter, story, article, song, poem) c. exact words from sources
B 4. Use of simple sentences (M), compound (D/M), and complex (D)sentences
B 5. Master spelling of high frequency words and use of tools to assist in this effort
B 6. Master use of correct homonym in context
B 7. Master use of parts of speech in context
B 8. Subject / verb agreement in simple, compound and complex sentences

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills, and improve their understanding in content area concepts. When appropriate other content areas will be referenced to show those interdisciplinary connections.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, song lyrics, and drama. Writing may be based upon real and imaginary events.

B 1. Write a narrative that includes:

- a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience
- b. effectively developed characters
- c. a clearly described setting
- d. figurative language, or descriptive words and phrases to enhance style and tone
- e. dialogue as appropriate

B 2. Write in a variety of expressive forms such as poetry or skits that, according to mode, employ the following:

- a. figurative language
- b. rhythm
- c. dialogue
- d. characterization
- e. plot
- f. appropriate format

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Record information (observations, notes, lists, charts, map labels, and legends) related to the topic noting the source for proper crediting

B 2. Write a summary based on the information gathered that include(s):

- a. a topic sentence
- b. supporting details
- c. relevant information

B 3. Write an explanatory essay that includes:

- a. a thesis statement
- b. supporting details
- c. introductory, body, and concluding paragraphs

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas

B 1. Write a variety of functional texts (directions, recipes, procedures, rubrics, labels, posters, and graphs/tables)

B 2. Write a friendly letter correctly from heading to signature (heading, salutation, body, closing, and signature)

B 3. Write a formal letter that follows a conventional business letter format

B 3. Take notes from text and classroom instruction in an organized fashion

- a. outline
- b. graphic organizers
- c. summary
- d. main idea with major and minor supports

B 4. Address an envelope for correspondence (return and recipient address)

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

B 1. Write persuasive text that accomplishes the following:

- a. establishes and develops a controlling idea
- b. supports arguments with detailed evidence
- c. includes persuasive techniques
- d. excludes irrelevant information
- e. attributes sources of information when appropriate

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements with it.

B 1. Write a response to literature that:

- a. presents several clear ideas
- b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media
- c. relates own ideas to supporting details in a clear and logical manner
- d. provides support adequate to the literary selection (ex. short poem vs. novel)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and synthesizes the information to a new finished product.

Writing Standards Articulation
7th Grade

B 1. Develop the skill of using someone else’s words and ideas and crediting the originator in proper style. Plagiarism in any form is unacceptable.
B 2. Write a summary of information from a variety of sources (encyclopedias, websites, experts, periodicals) that includes: a. paraphrasing to convey ideas and details from the sources b. main idea and relevant details
B 3. Write an informational report that includes: a. a focused topic b. appropriate facts and relevant details c. logical sequence d. a concluding statement e. a list of sources used in MLA (D) and APA (I) format style

Levels of skill – Introduce, **Developing**, **Mastery**, Opportunity

Category for Writing Applications	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Expository							
o Biography, Autobiography, Personal Narrative	I	D	M	M	M	M	M
o Book Reviews	D	D	M	M	M	M	M
o Essay Questions	D	D	D	M	M	M	M
o Compare / Contrast	D	D	D	M	M	M	M
o Character Analysis	D	D	M	M	M	M	M
o Content Area Writing	D	D	M	M	M	M	M
o Summary	I	D	D	M	M	M	M
o Journalistic Writing	I	I	D	D	M	M	M
Narrative							
o Personal narrative	D	D	D	M	M	M	M
o Short Stories	D	D	M	M	M	O	O
Other Writing Experiences							
o Daily Writing (Directed Journaling)	D	D	D	M	M	M	O
o Timed Writing Practice			I	I	D	M	M

Writing Standards Articulation by Grade Eighth Grade

The Writing Process:

Research has shown that there are major steps that are required for quality writing. These steps are outlined in the Five Concepts, each with benchmarks which are grade-level appropriate and support the writing process. Each step is necessary and should be used by every writer as they compose although different assignments will emphasize different steps in the process. The steps are sequential and will be used as a piece moves toward completion. These steps will allow a student to reflect their own skill and talent, to set goals for improvement, and to evaluate their own progress toward the goal. Levels of skill – **I**ntroductory, **D**evelopment, **M**astery

Concept 1: Prewriting

Prewriting includes strategies used to generate, plan, and organize ideas for specific purposes.

B 1. Brainstorm ideas

B 2. Master graphic organizers to structure ideas such as webbing, mapping, KWL, Venn Diagram, wheel/spiral, cubing

B 3. Use outline to the level of detail with I, A, 1)

B 4. Create a timeline of events (particularly critical in expository and functional)

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

B 1. Use a prewriting form to develop a draft with a main idea and supporting details

B 2. Draft paper, skipping lines to allow room for editing

B 3. Consistently write on one side of paper to allow room to rewrite

B 4. Identify audience and purpose for writing

B 5. Organize writing into a logical sequence for the audience and purpose of writing piece

B 6. Use simple compound, and complex sentences

B 7. Use simple paragraphing structure

B 8. Use three- paragraph and five-paragraph models

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Does the draft say what you want it to say?)

B 1. Write a clearly defined thesis statement or topic sentence

B 2. Revise simple, compound, and complex sentences to vary structure and add variety for interest

B 3. Use simple paragraphing structure (topic sentence, major/minor supports, conclusion sentence)

B 4. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency
B 5. Add details to the draft to enhance the stated purpose of the paper
B 6. Delete irrelevant and/or redundant information from the draft
B 7. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style
B 8. Add transitional words, phrases, and/or sentences to clarify meaning or enhance the writing style
B 9. Use a variety of sentence structures (simple, compound, complex) to improve sentence fluency
B 10. Apply appropriate tools or strategies (peer review, checklists, rubrics) to refine draft
B 11. Use resources and reference materials to select more precise vocabulary

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

B 1. Identify punctuation, spelling, and grammar and usage errors in the draft
B 2. Use resources (dictionary, word lists, spelling/grammar checkers) to correct conventions
B 3. Apply proofreading marks to indicate errors in conventions
B 4. Apply appropriate tools or strategies (peer review, checklists, rubrics) to edit the draft

Concept 5: Publishing

Publishing includes formatting and presenting a final product for the intended audience.

B 1. Prepare writing in the appropriate format for the type of writing
B 2. Use margins and spacing to enhance the final product
B 3. Use charts, diagrams, and pictures as appropriate to the format to enhance final product
B 4. Write legibly
B 5. Master appropriate publishing conventions at grade level expectation

Elements of Writing:

Good writing instruction incorporates multiple benchmarks which are integrated into a holistic experience of learning for the students. The order in does not indicate a hierarchy for writing instruction, but an expression of the concepts necessary for good writing.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose of the writing is accomplished.

- B 1. Choose topic that is narrow and manageable
- B 2. Ensure ideas are clear and make sense
- B 3. Support ideas with details
- B 4. Include ideas and details that are original
- B 5. Develop a sufficient explanation or exploration of the topic

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

- B 1. Write a strong introduction that draws in the reader
- B 2. Place details appropriately to support the ideas
- B 3. Master simple paragraphing structure
- B 4. Master three-paragraph and five-paragraph models

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriate to audience and purpose for writing as directed by prompt of style.

- B 1. Master writing style and purpose for the audience
- B 2. Use engaging tone and style
- B 3. Use language appropriate to the audience and purpose
- B 4. Connect with the audience through the use of appropriate person (1st, 2nd, or 3rd)

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate for the audience and purpose.

- B 1. Use specific and descriptive words
- B 2. Use vocabulary that is original, natural, and varied

B 3. Use literal and figurative language as appropriate to purpose
B 4. Use words that consistently support style and type of writing

Concept 5: Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.
B 1. Vary sentence length, beginnings, and patterns so to enhance the flow of writing
B 2. Use well-constructed sentences that flow together and sound natural when read aloud
B 3. Write simple, compound, and complex sentences
B 4. Use transition to improve flow and rhythm
B 5. Use effective and natural dialogue when appropriate

Concept 6: Conventions Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
B 1. Correct use of capital letters
B 2. Correct use of commas, colons, and semicolons
B 3. Correct use of apostrophe in contractions and possessives (singular and plural)
B 3. Use quotation marks correctly in: a. dialogue b. titles of short works (chapter, story, article, song, poem) c. exact words from sources
B 4. Use simple, compound, and complex sentences
B 5. Master spelling of high frequency words and use of tools to assist in this effort
B 6. Master use of correct homonym in context
B 7. Master parts of speech in context
B 8. Subject / verb agreement in simple, compound and complex sentences

Writing Applications:

Writing skills particular to the types of writing taught across the curriculum are listed here. Some may lend themselves more readily to specific content areas, but they are all necessary for competency in writing. It is imperative that students write in all content areas in order to increase their communications skills, and improve their understanding in content area concepts. When appropriate other content areas will be referenced to show those interdisciplinary connections.

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- a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience
- b. effectively developed characters
- c. a clearly described setting
- d. figurative language, or descriptive words and phrases to enhance style and tone
- e. dialogue as appropriate

B 2. Write in a variety of expressive forms such as poetry or skits that, according to mode, employ the following:

- a. figurative language
- b. rhythm
- c. dialogue
- d. characterization
- e. plot
- f. appropriate format

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

B 1. Record information (observations, notes, lists, charts, map labels, and legends) related to the topic noting the source for proper crediting

B 2. Write a summary based on the information gathered that include(s):

- a. a topic sentence
- b. supporting details
- c. relevant information

B 3. Write an explanatory essay that includes:

- a. a thesis statement
- b. supporting details
- c. introductory, body, and concluding paragraphs

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks, including memos, letters, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas

B 1. Write a variety of functional texts (directions, recipes, procedures, rubrics, labels, posters, and graphs/tables)

B 2. Write a friendly letter correctly from heading to signature (heading, salutation, body, closing, and signature)

B 3. Take notes from text and classroom instruction in an organized fashion

- a. outline
- b. graphic organizers
- c. summary
- d. main idea with major and minor supports

B 4. Write a formal letter that follows a conventional business letter format

B 5. Address an envelope for correspondence (return and recipient address)

Concept 4: Persuasive

Persuasive writing is used for the purpose of influencing the reader to a point of view. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

B 1. Write persuasive text that accomplishes the following:

- a. establishes and develops a controlling idea
- b. supports arguments with detailed evidence
- c. includes persuasive techniques
- d. excludes irrelevant information
- e. attributes sources of information when appropriate

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selection elements with it.

B 1. Write a response to literature that:

- a. presents several clear ideas
- b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media
- c. relates own ideas to supporting details in a clear and logical manner
- d. provides support adequate to the literary selection (short poem vs. novel)

Concept 6: Research

Research writing is a process by which the writer identifies a topic or question to be answered, locates and evaluates information on the topic or question, and then organizes, summarizes, and

synthesizes the information to a new finished product.
B 1. Master the skill of using someone else’s words and ideas and crediting the originator in proper style. Plagiarism in any form is unacceptable.
B 2. Write a summary of information from a variety of sources (encyclopedias, websites, experts, periodicals) that includes: a. paraphrasing to convey ideas and details from the sources b. main idea and relevant details
B 3. Write and informational report that includes: a. a focused topic b. appropriate facts and relevant details c. logical sequence d. a concluding statement e. a list of sources used in MLA (M) and APA (D) format style

Levels of skill – **Introduce, Developing, Mastery, Opportunity**

Category for Writing Applications	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Expository							
o Biography, Autobiography, Personal Narrative	I	D	M	M	M	M	M
o Book Reviews	D	D	M	M	M	M	M
o Essay Questions	D	D	D	M	M	M	M
o Compare / Contrast	D	D	D	M	M	M	M
o Character Analysis	D	D	M	M	M	M	M
o Content Area Writing	D	D	M	M	M	M	M
o Summary	I	D	D	M	M	M	M
o Journalistic Writing	I	I	D	D	M	M	M
Narrative							
o Personal narrative	D	D	D	M	M	M	M
o Short Stories	D	D	M	M	M	O	O
Other Writing Experiences							
o Daily Writing (Directed Journaling)	D	D	D	M	M	M	O
o Timed Writing Practice			I	I	D	M	M