

# Writing Literacy Standards and Benchmarks

Standard 1 – Writes clearly and effectively.

Standard 2 – Writes in a variety of forms for different audiences and purposes.

Standard 3 – Understands and uses the steps of the writing process.

Standard 4 – Develops sound writing habits and attitudes.

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Preschool</b>	<p><b>1.1 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Experiments with a variety of writing materials and participates in a variety of writing experiences (e.g., on an easel, chalkboard, sidewalk, paper on floor).</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Attempts to communicate with others using scribbles, shapes, pictures, and /or letters to write.</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Experiments with a variety of writing materials and participates in a variety of writing experiences (e.g., on an easel, chalkboard, sidewalk, paper on floor).</li> </ul>	<p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Tells others about intended meaning of drawings and writing.</li> </ul>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Kindergarten</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Chooses an idea from which to draw and write.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Uses emergent writing skills to write for a variety of purposes (lists, labeling, journal writing, informational, etc.).</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Writes from left to right and top to bottom on the page.</li> <li>Leaves space between words.</li> <li>Begins to explore capitalization and punctuation.</li> <li>Forms letters correctly – upper and lower case.</li> <li>Begins invented spelling.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Uses emergent writing skills to write for self, teacher, or other audience (i.e., picture books, friendly letters, invitations, personal experience narratives, stories, etc.).</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Uses emergent writing skills for a variety of purposes (i.e., to entertain, inform, learn, and communicate ideas).</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Uses emergent writing skills to write in a variety of forms (i.e., picture books, friendly letters, invitations, personal experience narratives, stories, etc.).</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Generates ideas.</li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Draws pictures to represent ideas.</li> </ul> <p><b>3.3 Revise</b></p> <ul style="list-style-type: none"> <li>Explores the use of new words to make writing interesting.</li> <li>Adds details to support topic using developmentally appropriate writing skills.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Recognizes errors in writing and makes corrections.</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>Produces a written product to share with an audience.</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Notices when simple sentences fail to make sense.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Makes an effort to reread their own writing and writing of others.</li> <li>Develops a connection between emergent reading skills (phonemic awareness, phonics, grammar, sight words) and developmentally applies it to their writing.</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Independently writes using pictures and words to express feelings and or personal experiences.</li> </ul>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>First Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Chooses an idea from which to write.</li> <li>Organizes written thoughts in a logical sequence.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Explores the use of new words to make writing more interesting.</li> <li>Writes a simple sentence that is a complete thought and is easy to read.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Leaves spaces between words.</li> <li>Uses age appropriate capitalization.</li> <li>Uses age appropriate punctuation.</li> <li>Writes legibly.</li> <li>Uses invented spelling to write independently.</li> <li>Begins to use high frequency words to write independently.</li> <li>Begins to use phonics-based knowledge to write independently.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Writes for self, teacher, or others.</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Writes to entertain, inform, learn, and communicate ideas. <b>(S)</b></li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Produces a variety of compositions (picture books, letters, journals, stories, descriptions, poems, responses to literature).</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Generates topics and content for writing (oral, story mapping, graphic organizers). <b>(V)</b></li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Draws pictures to represent ideas. <b>(V)</b></li> <li>Writes short simple sentences with single thoughts transitioning into sentences with more detail.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Rereads and rearranges words and sentences to clarify meaning. <b>(L)</b></li> <li>Evaluates own and others writing by asking questions and making comments about writing and helping classmates apply mechanical and grammatical conventions.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Reorganizes and corrects errors in grammar, punctuation, capitalization, and spelling at a developmentally appropriate level.</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>Produces a product to share with others in a variety of ways. <b>(S, C)</b></li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Recognizes and makes changes when simple sentences fail to make sense in their own and others' writing.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Rereads their own writing and the writing of others.</li> <li>Develops a connection between reading skills (i.e., phonics, grammar, sight words, reading) and developmentally applies it to their writing.</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Expresses thoughts, feelings, and experiences using pictures and sentences. <b>(MCGF, NV)</b></li> </ul>

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<b>Second Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of prewriting strategies.</li> <li>• Organizes thoughts in a logical sequence.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>• Communicates ideas or facts.</li> <li>• Begins to share feelings and emotions about the topic.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>• Uses age appropriate spelling. <ul style="list-style-type: none"> <li>▶ Spells correctly previously studied words and spelling patterns.</li> <li>▶ Represents each sound in a word when spelling independently.</li> </ul> </li> <li>• Uses age appropriate grammar (subject-verb agreement and verb tenses).</li> <li>• Uses capital letters accurately (beginning of a sentence).</li> <li>• Uses correct punctuation.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>• Writes for self, teacher, or others.</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>• Writes to entertain, inform, learn, and communicate ideas. <b>(MCGF)</b></li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>• Writes stories, poems, letters, summaries, research reports, and other literary forms. <b>(MCGF)</b></li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>• Generates own topics using multiple resources including, but not limited to, brainstorming, graphic organizers. <b>(V)</b></li> <li>• Generates ideas.</li> <li>• Uses resources and technology for research. <b>(G)</b></li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>• Writes using own vocabulary, spelling, and drawings. <b>(V)</b></li> <li>• Forms complete sentences and thoughts.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>• Collects input from others (teacher/student, student/student). <b>(S, L)</b></li> <li>• Refines sentences (i.e., adds descriptive vocabulary, deletes extra information, rearranges words and sentences for clarity).</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>• Collects input from others (teacher/student, student/student).</li> <li>• Corrects errors in grammar, spelling, punctuation, and capitalization.</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>• Produces a final product (using appropriate technology when needed). <b>(G, C)</b></li> <li>• Shares completed work. <b>(S, L)</b></li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>• Clarifies and refines own writing and that of others.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>• Uses writing to make connections between self and world. <b>(G)</b></li> <li>• Uses writing to express emerging thoughts and understanding.</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>• Writes to express thoughts, feelings, and experiences.</li> </ul>

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	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Third Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of prewriting strategies.</li> <li>• Organizes thoughts in a logical sequence.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>• Shares feelings and emotions about the topic with an awareness of the reader.</li> <li>• Chooses words and phrases appropriate for purpose and audience.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>• Uses age appropriate spelling and grammar, punctuation, and capitalization.</li> <li>• Uses age appropriate spelling (spells correctly previously studied words and spelling patterns).</li> <li>• Uses age appropriate grammar (uses correct noun/pronoun, verb tenses, and subject/verb agreement).</li> <li>• Capitalizes proper nouns and beginnings of sentences.</li> <li>• Uses correct punctuation.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>• Writes for self, teacher, or others.</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>• Writes to entertain, inform, learn, and communicate ideas. (MCGF,H,S)</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>• Writes stories, poems, letters, summaries, research reports, and other literary forms. (MCGF)</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>• Generates own topics using multiple resources including, but not limited to, brainstorming, graphic organizers). (V)</li> <li>• Generates ideas.</li> <li>• Uses resources and technology for research.</li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>• Writes using own vocabulary, spelling, and drawings. (V)</li> <li>• Elaborates on central idea.</li> <li>• Writes paragraphs with main idea sentence and supporting details.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>• Collects input from others (teacher/student, student/student).</li> <li>• Refines sentences (i.e., adds descriptive and connecting words, vocabulary, deletes extra information, rearranges words and sentences for clarity).</li> <li>• Rearranges words, sentences, and paragraphs for clarity.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>• Collects input from others (teacher/student, student/student).</li> <li>• Corrects errors in grammar, spelling, punctuation, and capitalization.</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>• Produces a final product (using appropriate technology when needed). (G, C)</li> <li>• Shares completed work. (S, L)</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>• Clarifies and refines own writing and that of others.</li> <li>• Presents and discusses own writing with other students and responds constructively to other students' compositions.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>• Uses writing to make connections between self and world. (G)</li> <li>• Raises questions/finds answers.</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>• Writes to express thoughts, feelings, and experiences. (H,S)</li> </ul>

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	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Fourth Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Chooses own topic.</li> <li>Writes a paragraph with a topic sentence and supporting details.</li> <li>Organizes a composition with an introduction, body, and conclusion.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Shows awareness of audience and purpose.</li> <li>Chooses words and phrases appropriate for purpose and audience to convey the writer's message.</li> <li>Writes in an expressive and individualized style with the awareness of the purpose and audience.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Writes complete sentences in simple form.</li> <li>Uses correct subject-verb agreement.</li> <li>Uses capital letters and punctuation accurately in final draft.</li> <li>Spells developmentally appropriate words correctly in final draft.</li> <li>Identifies and uses essential parts of speech (i.e., nouns, verbs, adjectives, adverbs, and pronouns).</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Writes for self, teacher, or other audiences (i.e., pen pal letters, letters to self-parents-grandparents, writing from another perspective (life as a pencil), and editors). <b>(G)</b></li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Writes for a variety of different purposes (i.e., to entertain, to inform, to describe, to learn, to compare/contrast, and to persuade).</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Writes in a variety of forms and genres (i.e., narratives, letters, journals, poems, essays, reports, stories, etc.). <b>(G, C)</b></li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Generates ideas using brainstorming. <b>(L)</b></li> <li>Organizes and plans writing (story mapping, K-W-L, other graphic organizers, etc.).</li> <li>Uses available tools, technology, library, and community resources. <b>(V)</b></li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Elaborates on central ideas.</li> <li>Uses an organizational scheme.</li> <li>Uses sentence variation.</li> <li>Uses own vocabulary and spelling.</li> <li>Forms complete sentences and thoughts.</li> <li>Uses an introduction and a conclusion.</li> <li>Uses sensory words.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Identifies organization, word choice, and sentence fluency.</li> <li>Adds appropriate language and/or graphics to enhance text and style.</li> <li>Collects and incorporates input from others.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Identifies beginning, middle, and end for paragraph structure.</li> <li>Uses a variety of strategies to edit written work (i.e., grammar, punctuation, capitalization, sentence structure, and spelling).</li> <li>Uses a variety of resources to edit written work (i.e., word processor, thesaurus, dictionary, peer/teacher conferencing). <b>(S, L, NV, MCGF)</b></li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Analyzes effectiveness of own writing and sets goals for improvement.</li> <li>Identifies what constitutes plagiarism (paraphrasing).</li> <li>Uses established criteria to reflect on and improve writing.</li> <li>Analyzes the works of effective writers to improve their own writing.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Discovers connections and responds to topics (journaling).</li> <li>Documents learned information and new questions using graphic organizers (K-W-L, Venn diagram, etc.).</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Writes for personal enjoyment (i.e., journals, diaries, short stories, poetry, contests, and letters).</li> </ul>

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	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Fourth Grade (CONTINUED)</b>			<p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>• Uses page format (i.e., paragraphs, margins, indentations).</li> <li>• Selects format according to purpose.</li> <li>• Incorporates photos, illustrations, charts, and graphs. <b>(V)</b></li> <li>• Uses available technology to publish work. <b>(G)</b></li> <li>• Shares completed work with selected audience. <b>(S)</b></li> <li>• Produces a legible final product.</li> </ul>	

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<b>Fifth Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Chooses own topic.</li> <li>Writes paragraphs with a topic sentence and supporting details in logical order.</li> <li>Organizes a composition with a clear introduction, body, and conclusion.</li> <li>Use transitions to connect ideas within paragraphs.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Shows awareness of audience and purpose.</li> <li>Chooses words and phrases appropriate for purpose and audience to convey the writer's message.</li> <li>Writes in an expressive and individualized style with the awareness of the purpose and audience.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Writes complete sentences in a variety of forms (i.e., simple, compound, complex).</li> <li>Identifies and uses the essential parts of speech (i.e., noun, pronoun, verb, adverb, adjective, interjection, conjunction, and preposition).</li> <li>Uses capital letters and punctuation accurately in final draft.</li> <li>Spells developmentally appropriate words correctly in final draft.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Writes for self, teacher, or other audiences (i.e., pen pal letters, letters to self-parents-grandparents, writing from another perspective (life as a pencil), and editors. <b>(G)</b></li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Writes for a variety of different purposes (i.e., to entertain, to inform, to describe, to learn, to persuade, to record, and to compare/contrast). <b>(C)</b></li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Writes in a variety of forms and genres (i.e., narratives, letters, journals, poems, essays, reports, stories, electronic presentations). <b>(G, C, V)</b></li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Generates ideas (i.e., brainstorming, listing, small group collaboration, etc.). <b>(L)</b></li> <li>Organizes and plans writing (story mapping, Venn diagrams, webbing, etc.).</li> <li>Uses available tools, technology, library, and community resources. <b>(G, C, V)</b></li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Uses paragraphs to develop separate ideas.</li> <li>Elaborates on a topic and supporting ideas.</li> <li>Writes with attention to audience.</li> <li>Uses an organizational scheme.</li> <li>Uses sentence variation.</li> <li>Uses own vocabulary and spelling.</li> <li>Forms complete sentences and thoughts.</li> <li>Uses an introduction and a conclusion.</li> <li>Uses sensory words.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Examines organization, word choice, and sentence fluency.</li> <li>Collects and incorporates input from others.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Uses a variety of strategies to edit written work (i.e., grammar, punctuation, capitalization, sentence structure, and spelling).</li> <li>Uses a variety of resources to edit written work (i.e., word processor, thesaurus, dictionary, peer/teacher conferencing). <b>(L, S, NV, MCGF)</b></li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Analyzes effectiveness of own writing and set goals for improvement.</li> <li>Identifies what constitutes plagiarism (paraphrasing).</li> <li>Analyzes the works of effective writers to improve their own writing.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Discovers connections and responds to topics (journaling).</li> <li>Documents learned information and new questions using graphic organizers (K-W-L, Venn diagram, etc.).</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Writes for personal enjoyment (i.e., journals diaries, short stories, poetry, contests, and letters).</li> </ul>

C = Career; G = Global; MCGF = Multi-Cultural Gender Fair; L = Listening; S = Speaking; NV = Non-verbal; V = Visual

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	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Fifth Grade (CONTINUED)</b>			<p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>• Uses page format (i.e., paragraphs, margins, indentations).</li> <li>• Selects format according to purpose.</li> <li>• Incorporates photos, illustrations, charts, and graphs. <b>(V)</b></li> <li>• Uses available technology to publish work. <b>(G)</b></li> <li>• Shares completed work with selected audience.</li> <li>• Produces a legible final product.</li> </ul>	

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Sixth Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Chooses and develops a main idea.</li> <li>Arranges information within each paragraph in logical order.</li> <li>Organizes a composition with a clear introduction, a body, and conclusion.</li> <li>Constructs sequenced paragraphs using effective transitions.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Shows awareness of audience and purpose.</li> <li>Chooses words and phrases appropriate for purpose and audience to convey the writer's message and point of view.</li> <li>Writes in an expressive and individualized style with the awareness of the purpose and audience.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Writes complete sentences in a variety of forms (simple, compound, complex).</li> <li>Identifies and uses the essential parts of speech (i.e., noun, pronoun, verb, adverb, adjective, interjection, conjunction, and preposition) in sentence structure.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Write for self, teacher, other, or personally known or unknown audiences (i.e., pen pal letters, letters to self-parents-grandparents, writing from another perspective (life as a pencil), and editors). <b>(G)</b></li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Writes for a variety of different purposes (i.e., to entertain, to inform, to describe, to learn, to persuade, to record, to evaluate, to compare/contrast, and to question). <b>(C)</b></li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Writes in a variety of forms and genres (i.e., narratives, letters, journals, poems, essays, reports, stories, electronic presentations, and speeches). <b>(G, C, V, S)</b></li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Generates ideas using brainstorming, listing, small group collaboration, etc. <b>(L)</b></li> <li>Organizes and plans writing using story mapping, Venn diagrams, webbing, outlining, etc.</li> <li>Uses available tools, technology, library, and community resources. <b>(V)</b></li> </ul> <p><b>3.2 Uses a variety of strategies to draft written work</b></p> <ul style="list-style-type: none"> <li>Produces multiple drafts.</li> <li>Uses figurative language.</li> <li>Writes with attention to audience.</li> <li>Uses an organizational scheme.</li> <li>Uses sentence variation.</li> <li>Uses own vocabulary and spelling.</li> <li>Forms complete sentences and thoughts.</li> <li>Uses an introduction and a conclusion.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Enhances text and style by adding and deleting word choice, organization, and sentence fluency.</li> <li>Rereads, reflects, and makes revisions to clarify or elaborate ideas.</li> <li>Collects and incorporates input from others.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Uses a variety of strategies to edit written work (i.e., grammar, punctuation, capitalization, sentence structure, and spelling).</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Analyzes effectiveness of own writing and set goals for improvement.</li> <li>Analyzes and understands implication of plagiarism (paraphrasing).</li> <li>Analyzes the works of effective writers to improve their own writing.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Discovers connections and responds to topics (journaling).</li> <li>Documents learned information and new questions using graphic organizers (i.e., K-W-L, Venn diagram, etc.).</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Writes for personal enjoyment (i.e., journals, diaries, short stories, poetry contests, and letters).</li> </ul>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Sixth Grade (CONTINUED)</b>	<ul style="list-style-type: none"> <li>• Uses capital letters and punctuation accurately in final draft.</li> <li>• Spells words correctly in final draft.</li> </ul>		<ul style="list-style-type: none"> <li>• Uses a variety of resources to edit written work (i.e., word processor, thesaurus, dictionary, and peer/teacher conferencing). <b>(S, L, NV, MCGF)</b></li> <li>• Edits independently .</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>• Uses strategies to publish written work.</li> <li>• Uses page format (i.e., paragraphs, margins, indentations).</li> <li>• Selects format according to purpose.</li> <li>• Incorporates photos, illustrations, charts, and graphs. <b>(V)</b></li> <li>• Uses available technology to publish work. <b>(G)</b></li> <li>• Shares completed work with selected audience.</li> <li>• Produces a legible final product.</li> </ul>	

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Seventh Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Explores a variety of sources for topic. (C, MCGF)</li> <li>Uses prior knowledge for development of topic. (C, MCGF)</li> <li>Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis/main idea and leaves the reader with a sense of completion.</li> <li>Uses paragraph divisions and effective transitions.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Uses appropriate level of language (i.e., informal, formal, technical, slang, dialect, etc.). (MCGF)</li> <li>Uses a variety of sentence lengths and structures.</li> <li>Uses original and compelling vocabulary.</li> <li>Uses figurative language to create appropriate imagery.</li> <li>Uses an appropriate and consistent point of view.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Applies grade-level appropriate grammar, usage, punctuation, and capitalization.</li> <li>Demonstrates spelling skills.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Recognizes writing styles and content to match a variety of audiences.</li> <li>Writes appropriately for audiences (i.e., teachers, peers, self, and others).</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Informs others.</li> <li>Compares/contrasts.</li> <li>Responds to literature.</li> <li>Describes (use sensory images).</li> <li>Expresses himself/herself.</li> <li>Creates art forms.</li> <li>Entertains.</li> <li>Records ideas or procedures.</li> <li>Organizes and presents information. (S, C)</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Understands and uses appropriate strategies to generate various texts: narrative, persuasive, descriptive, poetic forms, and electronic presentations, expository (i.e., compare/contrast, dialogue, letters, essays, and literary responses). (V, G, MCGF)</li> <li>Varies form and content to match audience and purpose.</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Uses available tools and/or technology for a variety of prewriting strategies (i.e., story mapping, webbing, listing, outlining, free-writing, brainstorming, and use published pieces). (G, V, C)</li> <li>Gathers information from a variety of sources (i.e., interviews, multimedia, periodicals, etc.). (NV, G, V, L, MCGF, C)</li> <li>Elaborates on an initial idea.</li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Constructs the narrative or argument.</li> <li>Uses an organizational scheme, sensory words and/or figurative language, and varied sentence structure.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Analyzes and clarifies ideas and meaning.</li> <li>Confers with peers and/or others to improve text. (S, L, NV)</li> <li>Adds and deletes information as needed.</li> <li>Adjusts text, style, and word choice.</li> <li>Applies criteria generated by self and others.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Identifies and uses a variety of resources to correct mechanics and grammar errors at appropriate developmental levels.</li> <li>Corrects some errors independently.</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Articulates the qualities that make a piece of writing effective. (S)</li> <li>Analyzes the works of effective writers to improve their own writing. (MCGF)</li> <li>Analyzes and understands implications and consequences of plagiarism.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Chooses to use a strategy for essay questions.</li> <li>Chooses to use a variety of revision strategies (i.e., PQP, Rubrics, Revision triangle, etc.) to edit self and others' writings. (V)</li> <li>Understands and independently uses appropriate strategies to generate different types of text. (L)</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Establishes and applies own criteria to improve writing.</li> <li>Accepts and offers feedback with guidance on others' writing with regard to organization, style, and conventions. (S, L, NV, G)</li> <li>Uses personal experience, observations, prior knowledge, and research in written text.</li> <li>Writes for personal enjoyment (i.e., journals, short stories, poetry contest, and letters).</li> </ul>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Seventh Grade (CONTINUED)</b>	<ul style="list-style-type: none"> <li>• Uses a variety of writing technologies, including pen and paper, as well as computers.</li> <li>• Uses technology to share written work with others and to receive feedback. <b>(G)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Analyzes and adjusts sentence structure.</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>• Produces a legible, neat final product.</li> <li>• Uses different technologies to produce a finished product. <b>(C, G)</b></li> <li>• Selects a variety of publishing options. <b>(C, MCGF)</b></li> </ul>	

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Eighth Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Explores a variety of sources for topic. (C, MCGF)</li> <li>Uses prior knowledge for development of topic. (C, MCGF)</li> <li>Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis/main idea and leaves the reader with a sense of completion.</li> <li>Uses paragraph divisions and effective transitions.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Uses appropriate level of language (i.e., informal, formal, technical, slang, dialect, etc.). (MCGF)</li> <li>Uses a variety of sentence lengths and structures.</li> <li>Uses original and compelling vocabulary.</li> <li>Uses figurative language to create appropriate imagery.</li> <li>Uses an appropriate and consistent point of view.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Applies grade-level appropriate grammar, usage, punctuation, and capitalization.</li> <li>Demonstrates spelling skills.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Recognizes writing styles and content to match a variety of audiences.</li> <li>Writes appropriately for audiences (teachers, peers, self, and others).</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Informs others.</li> <li>Compares/contrasts.</li> <li>Responds to literature.</li> <li>Describe (use sensory images).</li> <li>Expresses himself/herself.</li> <li>Creates art forms.</li> <li>Entertains.</li> <li>Record ideas or procedures.</li> <li>Organizes and presents information. (S, C)</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Understands and uses appropriate strategies to generate various texts: narrative, persuasive, descriptive, poetic forms, electronic presentations, and expository (compare/contrast, dialogue, letters, essays, literary responses). (V, G, MCGF)</li> <li>Varies form and content to match audience and purpose.</li> </ul>	<p><b>3.1 Prewrite</b></p> <ul style="list-style-type: none"> <li>Uses available tools and/or technology for a variety of prewriting strategies (i.e., story mapping, webbing, listing, outlining, free-writing, brainstorming, and use published pieces). (G, V, C)</li> <li>Gathers information from a variety of sources (i.e., interviews, multimedia, periodicals, etc.). (NV, G, V, L, MCGF, C)</li> <li>Elaborates on an initial idea.</li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Constructs the narrative or argument.</li> <li>Uses an organizational scheme, sensory words and/or figurative language, and varied sentence structure.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Analyzes and clarifies ideas and meaning.</li> <li>Confers with peers and/or others to improve text. (S, L, NV)</li> <li>Adds and deletes information as needed.</li> <li>Adjusts text, style, and word choice.</li> <li>Applies criteria generated by self and others.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Identifies and uses a variety of resources to correct mechanics and grammar errors at appropriate developmental levels.</li> <li>Corrects some errors independently.</li> <li>Analyzes and adjusts sentence structure.</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Articulates the qualities that make a piece of writing effective. (S)</li> <li>Analyzes the works of effective writers to improve their own writing. (MCGF)</li> <li>Analyzes and understands implications and consequences of plagiarism.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Chooses to use a strategy for essay questions.</li> <li>Chooses to use a variety of revision strategies (i.e., PQP, Rubrics, Revision triangle, etc.) to edit self and others' writings. (V)</li> <li>Understands and independently uses appropriate strategies to generate different types of text. (L)</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Establishes and applies own criteria to improve writing.</li> <li>Accepts and offers feedback with guidance on others' writing with regard to organization, style, and conventions. (S, L, NV, G)</li> <li>Uses personal experience, observations, prior knowledge, and research in written text.</li> <li>Writes for personal enjoyment (i.e., journals, short stories, poetry contest, letters).</li> </ul>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Eighth Grade (CONTINUED)</b>	<ul style="list-style-type: none"> <li>• Uses a variety of writing technologies, including pen and paper, as well as computers.</li> <li>• Uses technology to share written work with others and to receive feedback. <b>(G)</b></li> </ul>		<b>3.5 Publishes</b> <ul style="list-style-type: none"> <li>• Produces a legible, neat final product.</li> <li>• Uses different technologies to produce a finished product. <b>(C, G)</b></li> <li>• Selects a variety of publishing options. <b>(C, MCGF)</b></li> </ul>	

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Ninth Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Defines the main idea/thesis with details and compose a written piece with an intro-duction, body, and con-clusion that experiments with point of view, various narrative techniques, personal experiences, observations, and prior knowledge with modeling and guidance. <b>(G)</b></li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Defines/describe the relationship between voice/tone and audience with guidance and modeling in a variety of forms. <b>(S, MCGF)</b></li> <li>Applies voice/tone and diction effectively with regard to audience with guidance and modeling in a variety of forms.</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Determines and uses appropriate pre-writing strategies (i.e., brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas. <b>(V, NV)</b></li> <li>Select and applies, with guidance and modeling, a variety of pre-writing strategies to generate ideas as needed for different types of writing.</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Analyzes and evaluates the effectiveness of written work according to criteria (i.e., including identification and understanding of implications and consequences of plagiarism). <b>(C)</b></li> <li>Identifies quality standards and evaluates written work using rubrics, checklists, performance checklists, or other tools with guidance.</li> </ul>
	<p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Selects varied transitions within and between paragraphs, select vocabulary that conveys voice/tone, effectively use literary devices, and correctly employs a variety of sentence structures and lengths with direct instruction and modeling. <b>(G, MCGF)</b></li> </ul>	<p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Identifies relationship between purpose, form, voice/tone, and diction. <b>(C)</b></li> <li>Applies form, voice/tone, and diction for a variety of purposes with guidance and modeling.</li> <li>Writes for a broad range of purposes (including eighth grade list) and to explain, reflect, and experiment with persuasion.</li> </ul>	<p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Creates a draft or drafts of writing.</li> <li>Organizes pre-writing ideas into a draft or series of working drafts with modeling.</li> </ul>	<p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Uses journaling, reflective writing, graphic organizers, free writing, note-taking, and other write-to-learn strategies to improve content learning when prompted.</li> </ul>
	<p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Understands and applies standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) with some modeling and prompting.</li> </ul>	<p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Uses appropriate form for ninth grade writing purposes. <b>(G)</b></li> </ul>	<p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Use feedback from readers and revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, checklist, and rubric review) to revise written work. <b>(L, NV)</b></li> <li>Uses feedback and revision strategies to revise written work with modeling and guidance.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Exhibits understanding of standard English by proofreading and editing personal and peer-written work.</li> <li>Proofreads and edits personal and peer-written work for conventions with guidance and modeling.</li> </ul>	<p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Participates in periodic writing events (i.e., journaling, assigned writing, writing workshop, write-to-learn activities, journalism or club writing, etc.) with guidance and modeling.</li> </ul>

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	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Ninth Grade (CONTINUED)</b>			<b>3.5 Publishes</b> <ul style="list-style-type: none"> <li>• Completes written work within guidelines and time frames provided with guidance and modeling.</li> </ul> <b>(C)</b>	

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Tenth Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Defines clearly the main idea/thesis with details and composes a cohesive written piece with an introduction, appropriate body, and conclusion that employs with point of view, specific narrative techniques, and uses personal experiences, observations, and prior knowledge with modeling and guidance.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Selects varied transitions within and between paragraphs, selects vocabulary that conveys voice/tone, effectively use literary devices, and correctly employs a variety of sentence structures and lengths with some direct instruction and modeling.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Understands and applies standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments, and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) with some modeling and prompting.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Defines/describe the relationship between voice/tone and audience with guidance and modeling in a variety of forms.</li> <li>Identifies voice/tone in text with guidance and modeling in a variety of forms.</li> <li>Applies voice/tone and diction effectively with regard to audience with guidance and modeling in a variety of forms.</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Identifies relationship between purpose, form, voice/tone, and diction.</li> <li>Applies form, voice/tone, and diction for a variety of purposes with guidance and modeling.</li> <li>Writes for a broad range of purposes (including eighth grade list) and explains, reflects, experiments with persuasion, and conveys employability (i.e., resume, cover letter, application, etc.).</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Uses appropriate form for tenth grade writing purposes.</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Determines and uses appropriate pre-writing strategies (i.e., brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas appropriate for different types of writing when prompted.</li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Creates a draft or drafts of writing.</li> <li>Organizes pre-writing ideas into a formatted draft or series of working drafts when prompted.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Uses feedback from readers and revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, checklist, and rubric review) to revise written work when prompted.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Exhibits understanding of standard English by proofreading and editing personal and peer-written work.</li> <li>Proofreads and edits personal and peer-written work for conventions when prompted.</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>Completes written work within guidelines and timeframes provided when prompted.</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Use rubrics, checklists, performance checklists, or other tools to assess the quality of written work with guidance.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Use journaling, reflective writing, graphic organizers, free writing, note-taking, and other write-to-learn strategies to improve content learning when prompted.</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Participate in periodic writing events (i.e., journaling, assigned writing, writing workshop, write-to-learn activities, journalism, or club writing, etc.) with occasional prompting and modeling.</li> </ul>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Eleventh Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Clearly defines the main idea/thesis with specific details and composes a cohesive piece in a logical and effective sequence with some modeling and increasing independence.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Selects varied transitions within and between paragraphs, selects vocabulary that conveys voice/tone, effectively uses literary devices that are particular to the topic, easy to understand and appropriate, and correctly employs a variety of sentence structures and lengths with increasing independence.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Understands and applies standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) with some prompting and increasing independence.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Defines/describes the relationship between voice/tone and audience with limited guidance and modeling in a variety of forms.</li> <li>Identifies voice/tone in text with relative independence in a variety of forms.</li> <li>Applies voice/tone and diction effectively with regard to audience with relative independence and modeling in a variety of forms.</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Identifies relationship between purpose, form, voice/tone, and diction with relative independence.</li> <li>Applies form, voice/tone, and diction for a variety of purposes with relative independence.</li> <li>Writes for a broad range of purposes, including eighth grade list, and to explain, reflect, experiment with persuasion, convey employability (i.e., resume, cover letter, application, etc.), makes inferences, analyzes literature, and communicates research findings.</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Uses appropriate form for 11<sup>th</sup> grade writing purposes.</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Determines and uses appropriate pre-writing strategies (i.e. brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas.</li> <li>Independently selects and applies a variety of pre-writing strategies to generate ideas appropriate for different types of writing.</li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Creates a draft or drafts of writing.</li> <li>Organizes pre-writing ideas into a draft or series of working drafts with increasing independence.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Uses feedback from readers and revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, and checklist and rubric review) to revise written work.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Exhibits understanding of standard English by independently proofreading and editing personal and peer-written work.</li> </ul> <p><b>3.5 Publishes</b></p> <ul style="list-style-type: none"> <li>Completes written work within guidelines and time frames provided.</li> <li>Independently completes written work within guidelines and timeframes provided.</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness for written work</b></p> <ul style="list-style-type: none"> <li>Uses rubrics, checklists, performance checklists, or other tools to assess the quality of written work independently.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>According to purpose, selects and applies journaling, reflective writing, graphic organizers, free-writing, note-taking, and other write-to-learn strategies to enhance content learning when prompted.</li> </ul> <p><b>4.3 Personal writing</b></p> <ul style="list-style-type: none"> <li>Participates in periodic writing events (journaling, assigned writing, writing workshop, write-to-learn activities, journalism or club writing, etc.) with increasing independence.</li> </ul>

	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
	Writes clearly and effectively.	Writes in a variety of forms for different audiences and purposes.	Understands and uses the steps of the writing process.	Develops sound writing habits and attitudes.
<b>Twelfth Grade</b>	<p><b>1.1 Develops concept and design (organization, ideas)</b></p> <ul style="list-style-type: none"> <li>Clearly defines the main idea/thesis with relevant details and composes an effective piece in a logical sequence that anticipates the readers' questions and relies on detailed insights on an independent level.</li> </ul> <p><b>1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)</b></p> <ul style="list-style-type: none"> <li>Selects varied transitions within and between paragraphs, selects vocabulary that conveys author's tone and purpose effectively, effectively uses literary devices that are appropriate to the topic, easy to understand and appropriate, and correctly employs a variety of sentence structures and lengths independently.</li> </ul> <p><b>1.3 Applies writing conventions (conventions)</b></p> <ul style="list-style-type: none"> <li>Understands and applies standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) independently.</li> </ul>	<p><b>2.1 Writes for different audiences</b></p> <ul style="list-style-type: none"> <li>Defines/describes the relationship between voice/tone and audience in a variety of forms independently.</li> <li>Identifies voice/tone in text in a variety of forms independently.</li> <li>Applies voice/tone and diction effectively with regard to audience with relative independence in a variety of forms.</li> </ul> <p><b>2.2 Writes for different purposes</b></p> <ul style="list-style-type: none"> <li>Identifies relationship between purpose, form, voice/tone, and diction independently.</li> <li>Applies form, voice/tone, and diction for a variety of purposes independently.</li> <li>Identifies and responds in writing for specific purposes.</li> </ul> <p><b>2.3 Writes in a variety of forms</b></p> <ul style="list-style-type: none"> <li>Uses appropriate form for 12<sup>th</sup> grade writing purposes.</li> </ul>	<p><b>3.1 Prewrites</b></p> <ul style="list-style-type: none"> <li>Determines and uses appropriate pre-writing strategies (i.e. brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas.</li> <li>Independently selects and applies a variety of pre-writing strategies to generate ideas as needed for different types of writing.</li> </ul> <p><b>3.2 Drafts</b></p> <ul style="list-style-type: none"> <li>Creates a draft or drafts of writing.</li> <li>Organizes pre-writing ideas into a draft or series of working drafts independently.</li> </ul> <p><b>3.3 Revises</b></p> <ul style="list-style-type: none"> <li>Uses/seek feedback from various audiences and uses revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, checklist and rubric review) to revise written work independently.</li> </ul> <p><b>3.4 Edits</b></p> <ul style="list-style-type: none"> <li>Exhibits understanding of standard English by proofreading and editing personal and peer-written work.</li> <li>Independently proofreads and edits personal and peer-written work for conventions.</li> </ul>	<p><b>4.1 Analyzes and evaluates the effectiveness of written work</b></p> <ul style="list-style-type: none"> <li>Uses rubrics, checklists, performance checklists, or other tools to assess the quality of written work independently.</li> </ul> <p><b>4.2 Uses writing to learn strategies</b></p> <ul style="list-style-type: none"> <li>Selects and applies, according to purpose, journaling, reflective writing, graphic organizers, free-writing, note-taking, and other write-to-learn strategies to enhance content learning independently.</li> </ul> <p><b>4.3 Expresses self in writing</b></p> <ul style="list-style-type: none"> <li>Participates in periodic writing events (journaling, assigned writing, writing workshop, write-to-learn activities, journalism or club writing, etc.) independently.</li> </ul>

	<b>STANDARD 1</b>	<b>STANDARD 2</b>	<b>STANDARD 3</b>	<b>STANDARD 4</b>
	<b>Writes clearly and effectively.</b>	<b>Writes in a variety of forms for different audiences and purposes.</b>	<b>Understands and uses the steps of the writing process.</b>	<b>Develops sound writing habits and attitudes.</b>
<b>Twelfth Grade (CONTINUED)</b>			<b>3.5 Publishes</b> <ul style="list-style-type: none"> <li>• Completes written work within guidelines and time frames provided.</li> <li>• Independently completes written work within guidelines and timeframes provided.</li> </ul>	