

Content Standard III: Writing to Communicate Effectively

Students write to communicate effectively for a variety of audiences and a range of purposes. They generate coherent and focused texts using the stages of the writing process.

Performance Standards

KINDERGARTEN

To progress toward the content standard, kindergarten students will:

Understand the concept of writing.

To progress toward meeting the grade level standard, students will:

- Draw or use pictures and/or letters and temporary spelling (including scribbles/symbols) to convey experiences, stories, people, or objects.
- “Read” and explain their own writing attempts and drawings.
- Contribute to group stories and dictate individual stories.

GRADE ONE

To progress toward the content standard, first grade students will:

Write a legible sentence.

To progress toward the grade level standard, students will:

- Print legible and spaces letters and words appropriately.

Use simple techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, and editing techniques to their own writing.

Convey thoughts and ideas using various forms of writing.

To progress toward the grade level standard, students will:

- Convey messages in simple narratives and stories.
- Write in a journal.
- Write lists and informal messages.

GRADE TWO

To progress toward the content standard, second grade students will:

Write clear and coherent sentences.

To progress toward the grade level standard, students will:

- Form letters and words legibly with appropriate spacing.
- Write complete sentences with detail and correct word order.

Use the simple techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, and editing techniques to their own writing.

Communicate thoughts and ideas using various forms of writing.

To progress toward meeting the grade level standard, students will:

- Write short narratives and stories.
- Write letters.
- Write independently in a journal to self selected topics.
- Write simple informational pieces.

GRADE THREE

To progress toward the content standard, third grade students will:

Write clear and coherent sentences.

To progress toward the grade level standard, students will:

- Form letters and words legibly with appropriate spacing.
- Develop a topic sentence.

Use the techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Understand the use of a simple rubric.

Communicates thoughts and ideas using various forms of writing.

To progress toward the grade level standard, students will:

- Write narratives and stories.
- Extend writing into genres such as poetry, folktales, and simple reports.

GRADE FOUR

To progress toward the content standard, fourth grade students will:

Write a clear and coherent paragraph.

To progress toward the grade level standard, students will:

- Use legible cursive handwriting.
- Include a topic sentence with supporting details.

Use the techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Understand and apply rubrics to various forms of writing.
- Proofread writing using a dictionary.

Communicate thoughts and ideas using various forms of writing.

To progress toward the grade level standard, students will:

- Write narratives, stories, and poetry.
- Extend writing into other forms including interview and drama.

- Write descriptive pieces.
- Write informational pieces.

GRADE FIVE

To progress toward the content standard, fifth grade students will:

Write a unified and coherent paragraph.

To progress toward the grade level standard, students will:

- Use legible cursive (manuscript) handwriting.
- Support the topic sentence with facts, details, and a conclusion.
- Use descriptive and comparative language.

Use the techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Understand and apply rubrics to various forms of writing.
- Proofread writing using a dictionary and a thesaurus.

Communicates thoughts and ideas to a specific audience and purpose using various forms of writing.

To progress toward the grade level standard, students will:

- Write narratives, stories, and descriptive pieces.
- Write informational reports with title page, table of contents, and bibliography.
- Write simple editorials, advertisements, and articles.
- Write a biography and/or an autobiography.

GRADE SIX

To progress toward the content standard, sixth grade students will:

Write multiple paragraph essays

To progress toward the grade level standard, students will:

- Use legible cursive (manuscript) handwriting.
- Support individual paragraphs with a topic sentence, facts, details, and a conclusion.
- Use supporting facts, details, or examples appropriate to the controlling idea.

Apply the writing process independently.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Use student and teacher created rubrics regularly for assessing and reflecting on writing.
- Proofread writing using a dictionary, a thesaurus, and other resources.

Communicate thoughts and ideas to a specific audience and purpose using various forms of writing.

To progress toward the grade level standard, students will:

- Write increasingly complex narratives.
- Write expository pieces.
- Write persuasive pieces.
- Write informational reports and speeches.
- Write creatively in a variety of genres.

GRADES SEVEN THROUGH TWELVE

To progress toward the content standard, secondary students students will:

Apply the writing process to organize thoughts and information, develop drafts, and analyze, revise, and edit their work.

Write narrative, informative, persuasive, descriptive, and reflective texts for a variety of audiences and purposes.

Write under varying circumstances.

GRADE SEVEN

To progress toward meeting the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Use student and teacher created rubrics regularly for assessing and reflecting on writing.
- Proofread writing using a dictionary, a thesaurus, and other resources.
- Add transitions to make connections and use parallel structure.
- Include appropriate facts and details and exclude information not relevant to the central idea.
- Create a structure appropriate to purpose, audience, and context.
- Write reports that convey a central idea using a variety of techniques.
- Write a narrative establishing a situation, plot, setting, and point of view; they include sensory details and concrete language and use a range of strategies, such as dialogue, suspense, and description.
- Write in timed-writing situations, independently and collaboratively.
- Write to a variety of assigned topics.

GRADE EIGHT

To progress toward meeting the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Use student and teacher created rubrics regularly for assessing and reflecting on writing.
- Proofread writing using a dictionary, a thesaurus, and other resources.
- Add transitions to make connections and use parallel structure.
- Include appropriate facts and details and exclude information not relevant to the central idea.
- Create a structure appropriate to purpose, audience, and context.
- Write persuasively, developing a clear and knowledgeable position on a central idea.
- Write reflectively to explain and understand the significance of some experience, event, condition, or concern.
- Write in timed-writing situations, independently and collaboratively.
- Write to student-generated and teacher-generated topics.

GRADE NINE

To progress toward meeting the grade level standard, students will:

- Plan, write, revise and edit many short compositions with special emphasis on the following types of essays: observational, report of information, interpretive, and autobiographical essays.
- Use organizational patterns to establish a controlling impression or create a coherent thesis that maintains a consistent tone and focus throughout the piece of writing.
- Use primary and secondary sources of information, including the library, and human and electronic resources to develop key ideas and supporting evidence.
- Revise writing to improve the logic of their organization and controlling ideas, and levels of detail, style, and diction.
- Write in timed-writing situations, independently and collaboratively.
- Write to student-generated and teacher-generated topics.

GRADE TEN

To progress toward meeting the grade level standard, students will:

- Plan, write, revise and edit many short compositions with special emphasis on the following types of essays: analysis, reflection, controversial issue, and evaluative.
- Organize and structure essays by using effective and varied introductions, strong thesis statements and topic sentences, cohesive and well-supported bodies, effective transitions between paragraphs, and persuasive conclusions.
- Write with unity, emphasis, coherence, and insight.
- Project a sense of individuality and personality in selecting and organizing content.
- Demonstrate and incorporate research skills through the preparation of a formal research paper with in-text documentation.
- Demonstrate proficiency incorporating literary analysis including plot, structure, characterization, setting, theme.
- Use supporting quotations correctly in their writing.

GRADES ELEVEN AND TWELVE

To progress toward meeting the grade level standard, students will:

- Choose various points of view to develop reader interest and to communicate in an effective, organized manner.
- Employ a variety of rhetorical devices to enliven writing such as elaborating upon parallels, relationship patterns, and analogies, and incorporating concrete images, figurative language, sensory observations, and dialogue.

- Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- Revise writing to improve style, diction, sentence variety, and subtlety of meaning in light of purpose, audience, and genre.
- Write analytical papers relating philosophical concepts to literary works.