

# KANSAS SCHOOL FOR THE DEAF

## WRITING CURRICULUM

### GRADES K-12

Adapted from the 2004 Kansas State  
Curricular Standards

## Writing Curriculum Standards Kindergarten

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

## Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## Kindergarten

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student chooses an idea about which to draw or write. (Ideas and Content: prewriting, drafting, revising: N,E)
2. The student begins to orally communicate and/or write using personal experience. (Ideas and Content: prewriting, drafting, revising: N,E)
3. The student writes about one idea using pictures, letters, and words. (Ideas and Content: prewriting, drafting, revising: N,E)
4. The student gives oral credit to an informational source. (Ideas and Content: presentation: N,E)
5. The student participates in shared writing activities where prewriting strategies are introduced. (Organization: prewriting, drafting, revising: N,E)
6. The student writes left to right and top to bottom. (Organization: prewriting, drafting, revising: N,E)
7. The student writes a complete sentence about one idea. (Organization: prewriting, drafting, revising: N,E)
8. The student communicates feelings through drawings and/or words. (Voice: drafting, revising: N,E)
9. The student recognizes the difference between nouns, verbs and environmental print. (Word choice: drafting, revising: N,E)
10. The student explores the use of new words to make writing more interesting. (Word Choice: drafting, revising: N,E)
11. The student communicates a complete thought (Sentence Fluency: drafting, revising: N,E)

15. The student leaves spaces between words. (Conventions: drafting, revising: N,E)
16. The student capitalizes the first letter of their first and last names. (Conventions: prewriting, drafting, revising: N,E)
17. The student uses most consonant and most vowel sounds correctly. (Conventions: drafting, revising: N,E)
18. The student spells own name and writes most letters correctly. (Conventions: drafting, editing: N,E)

**B2 – The student writes expository text using the writing process.**

1. The student writes about one idea using pictures and some words. (Ideas and Content: prewriting, drafting, revising: N,E)
2. The student writes about one idea using pictures, letters, and words. (Ideas and Content: prewriting, drafting, revising: N,E)
3. The student begins to orally communicate and/or write using personal experience to provide information. (Ideas and Content: prewriting, drafting, revising: N,E)
4. Orally gives credit to an information source. (Ideas and Content: presentation: N,E)
8. The student participates in shared writing activities where prewriting strategies are introduced. (Organization: prewriting, drafting: N,E)
9. The student writes left to right and top to bottom. (Organization: prewriting, drafting, revising: N,E)
12. The student communicates feelings about the topic through drawings. (Voice: prewriting, drafting, revising: N,E)
13. The student recognizes the difference between nouns, verbs and environmental print. (Word Choice: prewriting, drafting, revising: N,E)

15. The student communicates a complete thought. (Sentence Fluency: prewriting, drafting, revising: N,E)
18. The student leaves spaces between words. (Conventions: prewriting, revising, drafting: N,E)
19. The student capitalizes the first letter of their first and last names. (Conventions: drafting, revising: N,E)
20. The student uses most consonant and most vowel sounds correctly. (Conventions: drafting, revising: N,E)
21. The student spells own name and writes most letters correctly. (Conventions: drafting, revising: N,E)

## Writing Curriculum Standards First Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

## Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## First Grade

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student chooses an idea about which to write. (Ideas and Content: prewriting, drafting, revising: N,E)
2. The student begins to orally communicate and/or write using personal experience. (Ideas and Content: prewriting, drafting, revising: N,E)
3. The student uses details in pictures and words to develop a story. (Ideas and Content: prewriting, drafting, revising: N,E)
4. The student understands the difference between copying and using ones' own words. (Ideas and Content: prewriting, drafting, revising: N,E)
5. The student participates in shared writing activities where prewriting strategies are included. (Organization: prewriting, drafting, revising: N,E)
6. The student writes sentences with ideas presented in a sequential order. (Organization: prewriting, drafting, revising: N,E)
7. The student writes several complete sentences about one idea. (Organization: prewriting, drafting, revising: N,E)
8. The student expresses feelings through pictures and words. (Voice: prewriting, drafting, revising: N,E)
9. The student identifies and uses nouns and verbs in their writing. (Word Choice: prewriting, drafting, revising: N,E)
10. The student explores the use of new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E)

11. The student writes a simple sentence that is a complete thought and is easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E)

15. The student uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E)

16. The student capitalizes the beginning of a sentence using correct ending punctuation. (Conventions: drafting, revising: N,E)

17. The student uses correct subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E)

18. The student spells most words like they sound in student's writing. (Conventions: prewriting, drafting, revising: N,E)

**B2 – The student writes expository text using the writing process.**

1. The student chooses an idea about which to write and uses words to express this idea in a basic sentence. (Ideas and Content: prewriting, drafting, revising: N,E)
2. The student uses details in pictures and words to develop informational writing. (Ideas and Content: prewriting, drafting, revising: N,E)
3. The student begins to orally communicate and write using personal experience to provide information. (Ideas and Content: prewriting, drafting, revising: N,E)
5. The student understands the difference between copying and using one's own words. (Ideas and Content: prewriting, drafting, and revising: N,E)
8. The student participates in shared writing activities where prewriting strategies are included. (Organization: prewriting, drafting, revising: N,E)

9. The student writes sentences with ideas presented in a sequential order. (Organization: prewriting, drafting, revising: N,E)
  
12. The student begins to write and/or draw feelings about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E)
13. The student identifies and uses nouns and verbs in their writing. (Word Choice: prewriting, drafting, revising: N,E)
14. The student explores the use of new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E)
15. The student writes a simple sentence that is a complete thought that is easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E)
  
18. The student uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E)
19. The student capitalizes the beginning of a sentence using correct ending punctuation. (Conventions: prewriting, drafting, revising: N,E)
20. The student uses correct subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E)
21. The student spells most words like they sound. (Conventions: prewriting, drafting, revising: N,E)

## Writing Curriculum Standards Second Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

## Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## Second Grade

### Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

#### B1 – The student writes narrative text using the writing process.

1. The student chooses and writes several sentences about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. The student practices writing by using personal experience and/or observation. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. The student develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. The student discusses the differences between the author's work and the student's work. (plagiarism)
5. The student begins to use a variety of prewriting strategies, e.g. webbing, brainstorming, listing. (Organization: prewriting, drafting, revising: N,E,T)
6. The student writes a piece with a beginning, middle, and end. (Organization: prewriting, drafting, revising, N,E,T)
7. The student writes a simple paragraph(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
8. The student begins to share emotions and feelings about the topic. (Voice: prewriting, drafting, revising: N,E,T)
9. The student uses verbs, nouns, and describing words in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
10. The student uses new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E,T)

11. The student writes complete sentences that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
12. The student begins to write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
13. The student recognizes an incomplete thought. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
15. The student uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E,T)
16. The student capitalizes the beginning of a sentence and uses correct end punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
17. The student uses correct subject/verb agreement and verb tenses. (Conventions: prewriting, drafting, revising: N,E,T)
18. The student correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
19. The student attempts paragraph divisions. (Conventions: prewriting, drafting, revising: N,E,T)

#### B2 – The student writes expository text using the writing process.

1. The student chooses and writes several sentences about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. The student develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. The student writes by using personal experience and/or observations to provide information from varied resources. (Ideas and Content: prewriting, drafting, revising: N,E,T)

4. The student expresses information in own words using complete sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T)
5. The student discusses the differences between the author's work and the student's work (plagiarism). (Ideas and Content: prewriting, drafting, revising: N,E,T)
6. The student gives credit to the author, title, or Web site. (Ideas and Content: prewriting, drafting, revising: N,E,T)
8. The student begins to use a variety of prewriting strategies, e.g. webbing, brainstorming, listing. (Organization: prewriting, drafting, revising: N,E,T)
9. The student writes a piece with a beginning, middle, and end. (Organization: prewriting, drafting, revising: N,E,T)
10. The student writes a simple paragraph(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
11. The student begins to use transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T)
12. The student writes feelings and thoughts about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E,T)
13. The student uses nouns, verbs, and describing words in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
14. The student uses new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E,T)
15. The student writes complete sentences that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
16. The student writes sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
17. The student recognizes an incomplete thought. (Sentence Fluency: prewriting, drafting, revising: N,E,T)

18. The student uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E,T)
19. The student capitalizes the beginning of a sentence using correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
20. The student uses correct subject/verb agreement and verb tense. (Conventions: prewriting, drafting, revising: N,E,T)
21. The student correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
22. The student attempts paragraph divisions. (Conventions: prewriting, drafting, revising: N,E,T)

**B3 – The student writes technical text using the writing process.**

1. The student chooses and writes several sentences or phrases about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. The student uses supporting details, which helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. The student discusses the differences between the author's work and the student's work (plagiarism). (Ideas and Content: prewriting, drafting, revising: N,E,T)
6. The student begins to use a variety of prewriting strategies, e.g. webbing, brainstorming, listing. (Organization: prewriting, drafting, revising: N,E,T)
7. The student writes a simple statement(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
8. The student writes a piece in sequential order. (Organization: prewriting, drafting, revising: N,E,T)

9. The student begins to use simple transitions, e.g. first, second, third, finally. (Organization: prewriting, drafting, revising: N,E,T)
10. The student begins to write with an awareness of purpose and audience, e.g. letters, simple reports, and/or directions. (Voice: prewriting, drafting, revising: N,E,T)
12. The student chooses words that are reasonably accurate and makes the message clear, e.g. technical terms. (Word Choice: prewriting, drafting, revising: N,E,T)
14. The student writes sentences or phrases that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
15. The student capitalizes the beginning of a sentence and uses correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
16. The student uses correct grammar when writing sentences or phrases. (Conventions: prewriting, drafting, revising: N,E,T)
17. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)
18. The student uses graphic devices, e.g. tables, graphs, maps, other text features. (Conventions: prewriting, drafting, revising: N,E,T)

## Writing Curriculum Standards Third Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

## Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

### Third Grade

#### **Standard 1 – The student writes effectively for a variety of audiences, purposes and contexts.**

##### **B1 – The student writes narrative text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea, and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. The student practices writing by using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. The student develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. The student discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
5. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T)
6. The student writes a piece with an introduction, body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T)
7. The student writes paragraph(s) with a topic sentence and supporting details. (Organization: prewriting, drafting, revising: N,E,T)
8. The student shares emotions and feelings about the topic with an awareness of the reader. (Voice: prewriting, drafting, revising: N,E,T)
9. The student recognizes and uses nouns, verbs, and adjectives in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
10. The student chooses words and phrases appropriate for purposes and audiences, e.g. family, peers, teachers. (Word Choice: prewriting, drafting, revising: N,E,T)
11. The student writes complete sentences that vary in length and that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
12. The student writes sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
13. The student recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)
14. The student begins to use dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
16. The student capitalizes proper nouns as well as beginnings of sentences using correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
17. The student uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E,T)
18. The student correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
19. The student attempts to use correct paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)

##### **B2 – The student writes expository text using the writing process.**

1. The student chooses and writes about an idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. The student develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)

3. The student writes by using (1) personal experience (2) observations (3) begins to incorporate information from varied resources and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. The student expresses information in own words using details and complete sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T)
5. The student discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
6. The student gives credit to the author, title, or Web site. (Ideas and Content: prewriting, drafting, revising: N,E,T)
7. The student constructs a simple bibliography with author and title. (Ideas and Content: prewriting, drafting, revising: N,E,T)
8. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T)
9. The student writes a piece with an introduction, body and conclusion. (Organization: prewriting, drafting, revising: N,E,T)
10. The student writes paragraph(s) with a topic sentence and supporting details. (Organization: prewriting, drafting, revising: N,E,T)
11. The student begins to use transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T)
12. The student writes feelings and thoughts about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E,T)
13. The student recognizes and uses nouns, verbs, and adjectives in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)

14. The student chooses words and phrases appropriate for purpose and audience, e.g. family, peers, teachers. (Word Choice: prewriting, drafting, revising: N,E,T)
15. The student writes complete sentences that vary in length and are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
16. The student writes sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
17. The student recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)
19. The student capitalizes proper nouns as well as beginnings of sentences and use correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
20. The student uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E,T)
21. The student correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
22. The student attempts to use correct paragraph division to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)

**B3 – The student writes technical text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea, and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. The student uses supporting details, which helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. The student discusses what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)

6. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T)
7. The student writes paragraph(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
8. The student writes a piece in sequential order. (Organization: prewriting, drafting, revising: N,E,T)
9. The student begins to use simple transitions, e.g. first, second, third, finally. (Organization: prewriting, drafting, revising: N,E,T)
10. The student begins to write with an awareness of purpose and audience, e.g. letters, simple reports, directions, brochures. (Voice: prewriting, drafting, revising: N,E,T)
11. The student attempts to write with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T)
12. The student chooses words that are accurate and make the message clear, e.g. technical terms. (Word Choice: prewriting, drafting, revising: N,E,T)
  
14. The student writes compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N,E,T)
15. The student capitalizes proper nouns and beginnings of sentences and uses correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
16. The student uses correct grammar when writing sentences or phrases. (Conventions: prewriting, drafting, revising: N,E,T)
17. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)
18. The student uses graphic devices, e.g. charts, graphs, maps, illustrations, other text features. (Conventions: prewriting, drafting, revising: N,E,T)

## Writing Curriculum Standards Fourth Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

### Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

B4 – The student writes **persuasive** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## Fourth Grade

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. The student writes using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. The student maintains focused ideas with supporting details, which give the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T)
5. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T)
6. The student writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T)
7. The student uses transition to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T)
8. The student writes in an expressive and individualized style with an awareness of the reader. (Voice: prewriting, drafting, revising: N,E,T)
9. The student uses specific nouns, powerful verbs, and vivid adjectives in writing. (Word Choice: prewriting, drafting, revising: N,E,T)
10. The student chooses words and phrases appropriate for purposes and audiences, e.g. family, peers, teachers. (Word Choice: prewriting, drafting, revising: N,E,T)
11. The student writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
12. The student writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
13. The student recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)
14. The student uses dialogue appropriately. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
16. The student uses standard writing conventions with accuracy so that meaning is clearly conveyed, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
17. The student writes with correct grammar and usage that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T)
18. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)
19. The student uses correct paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)

**B2 – The student writes expository text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student maintains focused ideas with supporting details, which give the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student expresses information in own words using appropriate details with simple and compound sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student identifies references for all information used or reproduced from sources. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student constructs a simple bibliography with author, title, publisher, year, and/or Web site name. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
8. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes paragraph(s) with a topic sentence that includes supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student uses transitions to allow ideas to flow smoothly with the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
12. The student begins to write to convey emotion and personality to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
13. The student uses specific nouns, powerful verbs, and vivid adjectives in writing. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student chooses words and phrases appropriate for purpose and audience, e.g. family, peers, teachers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
15. The student writes grammatically correct sentences that vary in length and structure and makes the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
19. The student uses standard writing conventions with accuracy so that meaning is clearly conveyed, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. The student uses writing that includes grammar and usage, which are correct and contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T,P)

22. The student uses correct paragraphing to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B3 – The student writes technical text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student uses supporting details that are concise, accurate, and helps clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student independently uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student writes paragraph(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a piece in logical and/or sequential order. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student uses transitions to connect points within the piece, e.g. next, after, then. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes with an awareness of purpose and audience, e.g. letters, simple reports, directions, brochures, electronic text. (Voice: prewriting, drafting, revising: N,E,T,P)
11. The student attempts to write with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)

12. The student selects words that convey the writer’s message clearly and precisely, e.g. technical terms. (Word Choice: prewriting, drafting, revising: N,E,T,P)

14. The student writes compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N,E,T,P)

15. The student uses standard writing conventions, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T,P)

16. The student uses correct grammar and usage that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)

17. The student spells familiar and most unfamiliar words correctly and uses available resource, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)

18. The student uses graphic devices that are supportive of the text, e.g. charts, graphs, maps, illustrations, other text features. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B4 – The student writes persuasive text using the writing process.**

1. The student chooses a position to write about on a selected topic. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student uses details to support the author’s position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

4. The student begins to explore two sides of an issue. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student begins to build an argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student writes paragraph(s) with a topic sentence and includes supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student writes to convey opinion and to convince the reader to agree with the author. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student uses language that is appropriate and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. The student uses words that are precise and create imagery, e.g. specific nouns, powerful verbs. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student begins to write purposeful dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
18. The student uses standard writing conventions with accuracy so that meaning is clearly conveyed, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. The student writes with correct grammar and usage, which contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. The student uses paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

## Writing Curriculum Standards Fifth Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

### Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

B4 – The student writes **persuasive** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## Fifth Grade

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
2. The student writes using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
3. The student maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
4. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
5. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
6. The student writes a piece with an inviting introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
7. The student uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
8. The student writes in an expressive, engaging, and individualized style with an awareness of the reader. (Voice: prewriting, drafting, revising: N,E,T,P) ▲
9. The student uses language that is vivid, powerful, and specific to create strong imagery. (Word Choice: prewriting, drafting, revising: N,E,T,P) ▲
10. The student chooses words and phrases for purposes and audiences (family, peers, teachers, community). (Word Choice: prewriting, drafting, revising: N,E,T,P) ▲
11. The student writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
12. The student writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
13. The student recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
14. The student uses dialogue so that it sounds conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
16. The student uses standard writing conventions with accuracy and style to enhance meaning, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
17. The student uses writing that includes grammar and usage that are correct and contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
18. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
19. The student uses paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲

**B2 – The student writes expository text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student writes by using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student expresses information in own words and uses appropriate details with simple and compound sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student identifies references for all information used or reproduced from sources. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student constructs a simple bibliography with author, title, publisher, year, Web site, name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
8. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student writes a piece with a clear introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes paragraph(s) with a topic sentence including supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
12. The student writes with emotion and personality to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
13. The student uses language that is vivid, powerful, and specific to create strong imagery. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student chooses words and phrases for purpose and audience, e.g. family, peers, teachers, community. (Word Choice: prewriting, drafting, revising: N,E,T,P)
15. The student writes grammatically correct sentences that vary in length and structure and makes the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
19. The student uses standard writing conventions with accuracy and style to enhance meaning, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
20. The student uses writing that includes grammar and usage, which are correct and contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
21. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲

22. The student uses paragraph division to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲

**B3 – The student writes technical text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student uses supporting details that are concise, accurate, and helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student independently uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student arranges information within paragraph or lists in logical order. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a piece in logical and/or sequential order to create a beginning, middle, and end. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student uses transitions to connect points within the piece, e.g. next, after, then. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes with an awareness of purpose and audience, e.g. letters, simple reports, directions, brochures, graphics, electronic presentation. (Voice: prewriting, drafting, revising: N,E,T,P)
11. The student writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)

12. The student selects words that convey the writer's message clearly and precisely, e.g. technical terms. (Word Choice: prewriting, drafting, revising: N,E,T,P)

14. The student writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)

15. The student uses correct standard writing, conventions with accuracy and style to enhance meaning, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T,P)

16. The student uses correct grammar and usage that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)

17. The student spells familiar and most unfamiliar words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)

18. The student uses graphic devices that are supportive of the text, e.g. charts, graphs, illustrations. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B4 – The student writes persuasive text using the writing process.**

1. The student chooses a position to write about on a selected topic. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student writes (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student uses details to support the author's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

4. The student explores and presents two sides of an issue. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student begins to build a focused argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a piece with a clear introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student writes paragraph(s) with a topic sentence and includes supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student writes to convey opinion and to convince the reader to agree with the author. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student uses language that is appropriate and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. The student uses words that are precise and create imagery, e.g. specific nouns, powerful verbs. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student begins to write purposeful dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
18. The student uses standard writing conventions with accuracy and style to enhance meaning, e.g. capitalization, punctuation. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. The student writes with correct grammar and usage that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. The student uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. The student uses paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

# Writing Curriculum

## Fifth Grade Assessed Indicators

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt.
2. The student writes using (1) personal experience (2) observations (3) prior knowledge.
3. The student maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text.
4. The student identifies what constitutes plagiarism.
5. The student uses a variety of prewriting strategies, e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups.
6. The student writes a piece with an inviting introduction, reasonable body, and satisfying conclusion.
7. The student uses transitions to allow ideas to flow smoothly within the writing piece.
8. The student writes in an expressive, engaging, and individualized style with an awareness of the reader.
9. The student uses language that is vivid, powerful, and specific to create strong imagery.
10. The student chooses words and phrases for purposes and audiences (family, peers, teachers, community).
11. The student writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural.
12. The student writes sentence beginnings that relate to and build upon previous sentences.
13. The student recognizes complete sentences and sentence fragments.
14. The student uses dialogue so that it sounds conversational and natural.
  
16. The student uses standard writing conventions with accuracy and style to enhance meaning.
17. The student uses writing that includes grammar and usage that are correct and contribute to clarity.
18. The student uses correct spelling even with more difficult words.
19. The student uses paragraph divisions to reinforce the organizational structure.

**B2 – The student writes expository text using the writing process.**

19. The student uses standard writing conventions with accuracy and style to enhance meaning, e.g. capitalization, punctuation.
20. The student uses writing that includes grammar and usage, which are correct and contribute to clarity.
21. The student uses correct spelling even with more difficult words.
22. The student uses paragraph division to reinforce the organizational structure.

## Writing Curriculum Standards Sixth Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

## Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

B4 – The student writes **persuasive** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## Sixth Grade

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student understands and develops a main idea (plot, setting, characters) by writing to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student clarifies the main idea by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student understands and independently uses appropriate strategies to generate narrative text, e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
6. The student writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student selects transitions to connect ideas within paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes to convey tone and personality to engage the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
9. The student practices selecting words that are suitable and precise, which create appropriate imagery, e.g. explicit nouns, vivid verbs, natural modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
10. The student practices using vocabulary that is appropriate and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. The student varies sentence structures and lengths, e.g. simple, compound. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
12. The student develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
13. The student recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. The student uses dialogue so that it sounds conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student demonstrates correct use of mechanics and simple punctuation, e.g. periods, question marks, exclamation marks, commas. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student spells familiar and most unfamiliar words correctly utilizing available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. The student indents paragraphs to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B2 – The student writes expository text using the writing process.**

1. The student develops a main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student clarifies the main idea by selecting logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student practices writing, using (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece, e.g. 3<sup>rd</sup> person pronouns in research. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student expresses information in own words using evidence and examples. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student cites references for all information used or reproduced from any source, (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
8. The student understands and independently uses appropriate strategies to generate expository text, e.g. brainstorming, listing, webbing, information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student writes a complete piece that contains a clear introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student arranges information within each paragraph in logical order (typically 4-6 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student uses transitions to connect ideas within paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
12. The student writes to convey tone and personality to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
13. The student practices selecting words that are suitable and precisely create appropriate imagery, e.g. explicit nouns, vivid verbs, natural modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student practices specialized vocabulary that is appropriate for expository writing and provides for ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
15. The student varies sentence structures and lengths, e.g. simple compound, making the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
23. The student demonstrates correct use of mechanics and simple punctuation, e.g. periods, question marks, exclamation marks, and commas. (Conventions: prewriting, drafting, revising: N,E,T,P)
24. The student uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
25. The student spells familiar and most unfamiliar words correctly utilizing available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)

26. The student uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B3 – The student writes technical text using the writing process.**

1. The student develops a main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student clarifies the main idea by selecting concise, logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student understands and independently uses appropriate strategies to generate technical text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student arranges information within each paragraph or list in a logical order. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a piece with a useful introduction, a relevant or sequential body, and an effective conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)

9. The student uses transitions to connect important points within the piece, e.g. enumerated list, bullets, headings, subheadings, simple outlining elements. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes with an awareness of purpose and audience, e.g. letters, simple reports, directions, graphics, brochures, electronic presentation, newsletters. (Voice: prewriting, drafting, revising: N,E,T,P)
11. The student writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student selects words that convey the writer's message plainly and precisely, e.g. technical terms. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. The student selects words appropriate for the intended task/format, e.g. persuasive, if persuading; informational, if informing, etc. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student demonstrates correct use of mechanics and punctuation, e.g. periods, question marks, exclamation marks, commas, apostrophes. (Conventions: prewriting, drafting, revising: N,E,T,P)
16. The student uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student spells familiar and most unfamiliar words correctly using available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student uses graphic devices that are supportive of the text, e.g. charts, graphs, illustrations. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B4 – The student writes persuasive text using the writing process.**

1. The student composes a thesis statement based upon an opinion or belief. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student practices (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece, e.g. 1<sup>st</sup> person in editorial. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student develops details to expand the main topic and to support the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student practices building a focused argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student understands and independently uses appropriate strategies to generate persuasive text, e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a complete piece that contains a clear introduction, reasonable body, and convincing conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student arranges information within each paragraph in logical order (typically 4-6 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student uses transitions to connect ideas within paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student writes to convey tone and personality. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. The student practices using words that are suitable, precise, and create imagery, e.g. precise nouns, powerful verbs, vivid modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student varies sentence structures and lengths to make the reading pleasant and natural, e.g. simple, compound. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student develops sentence beginnings that build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student recognizes complete sentences and sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student writes purposeful dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
18. The student demonstrates correct use of mechanics and simple punctuation, e.g. periods, question marks, exclamation marks, and commas. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. The student uses correct grammar for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. The student spells familiar and most unfamiliar words correctly utilizing available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. The student uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

## Writing Curriculum Standards Seventh Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

## Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

B4 – The student writes **persuasive** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## Seventh Grade

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student understands and develops a focused written piece that includes plot elements, e.g. initiating event, rising and falling action, climax, conflict, setting, character development, resolution. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student clarifies the main ideas by selecting relevant details that enrich the central theme or storyline. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student understands and independently uses appropriate strategies to generate narrative text, e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
6. The student writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student selects transitions to connect ideas within and between paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience. (Voice: prewriting, drafting, revising: N,E,T,P)
9. The student selects words that are suitable and precise, which create appropriate imagery, e.g. explicit nouns, vivid verbs, natural modifiers. (Voice: prewriting, drafting, revising: N,E,T,P)
10. The student includes vocabulary particular to the topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. The student varies sentence structures and lengths, e.g. simple, compound, complex. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
12. The student develops a variety of sentence beginnings that build upon previous sentence to guide the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
13. The student identifies and avoids writing sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. The student writes using effective dialogue that sounds conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student demonstrates correct use of mechanics and punctuation, e.g. semi-colons, colons, underlining, italics, and centered lines. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student uses correct grammar and usage for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student spells familiar and most unfamiliar words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)

19. The student uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B2 – The student writes expository text using the writing process.**

1. The student develops one main idea and/or a thesis statement in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student clarifies the main idea by selecting logical, accurate, and helpful details. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student uses (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece, e.g. 3<sup>rd</sup> person pronouns in research. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
8. The student understands and independently uses appropriate strategies to generate expository text, e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
12. The student selects original and compelling vocabulary and/or figurative language to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
13. The student selects words and phrases that are suitable and precise that create appropriate imagery, e.g. vivid verbs, explicit nouns, natural modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student defines and uses specific vocabulary particular to the subject/topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
15. The student varies sentence structures and lengths, e.g. simple, compound, complex, and makes the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student develops a variety of sentence beginnings that builds upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)

17. The student identifies and avoids writing sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
19. The student demonstrates correct use of mechanics and punctuation, e.g. use of semi-colons, colons, underlining, italics, and centered titles. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. The student uses correct grammar and usage for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. The student spells familiar and most unfamiliar words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
22. The student uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B3 – The student writes technical text using the writing process.**

1. The student develops a technical text focused on one main purpose. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student clarifies the main idea by selecting concise, logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright

6. The student understands and independently uses appropriate strategies to generate technical text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student arranges information within each paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a complete piece with a useful introduction, a sequential body, and an appropriate conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student selects appropriate transitions to connect ideas within the piece, e.g. enumerated list, bullets, headings, subheadings, simple outlining elements. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes with an awareness of purpose and audience, e.g. letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentation, newsletters, job searches, memos, emails. (Voice: prewriting, drafting, revising: N,E,T,P)
11. The student writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student selects words that convey the writer's message plainly and concisely, e.g. technical terms, jargon. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. The student selects words appropriate for the intended task/format, e.g. persuasive, if persuading; informational, if informing, etc. (Word Choice: prewriting, drafting, revising: N,E,T,P)

14. The student writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student demonstrates correct use of mechanics and punctuation, e.g. semi-colons, colons, underlining, italics, quotation marks, centered titles. (Conventions: prewriting, drafting, revising: N,E,T,P)
16. The student uses correct grammar and usage for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student spells familiar and most unfamiliar words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student uses graphic devices that are supportive of the text, e.g. charts, graphs and/or illustrations. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B4 – The student writes persuasive text using the writing process.**

1. The student composes a thesis statement based upon an opinion or belief. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece, e.g. 1<sup>st</sup> person in editorial. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student develops details to expand the main topic and to support the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

5. The student practices building a focused argument that utilizes logical thinking. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student understands and independently uses appropriate strategies to generate persuasive text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a complete piece that contains an engaging introduction, a body that reinforces the reader's position, and a conclusion that reinforces the thesis statement and the original proposition. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student arranges information within each paragraph in a logical and effective sequence to persuade the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student selects vocabulary and figurative language that conveys a particular tone and personality. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. The student practices using words that are suitable, precise, and create imagery, e.g. precise nouns, powerful verbs, and vivid modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)

14. The student varies sentence structures and lengths making the reading pleasant and natural, e.g. simple, compound, complex. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student develops a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student identifies and avoids writing sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student writes convincing dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
18. The student demonstrates correct use of mechanics and punctuation, e.g. semi-colons, colons, underlining, italics, and centered titles. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. The student uses correct grammar and usage for clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. The student spells familiar and most unfamiliar words correctly utilizing available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. The student uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

## Writing Curriculum Standards Eighth Grade

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

### Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

B4 – The student writes **persuasive** text using the writing process.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## Eighth Grade

**Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student understands and develops a focused written piece that includes plot elements, e.g. initiating event, rising and falling action, climax, conflict, setting, character development, resolution. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student clearly defines the main idea with selection of relevant details from a variety of sources. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student understands and independently uses appropriate strategies to generate narrative text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
6. The student writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student selects transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience. (Voice: prewriting, drafting, revising: N,E,T,P)
9. The student selects words that are suitable and precise that create appropriate imagery, e.g. explicit nouns, vivid verbs, natural modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
10. The student includes vocabulary particular to the topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. The student varies sentence structures and lengths, e.g. simple, compound, complex, compound-complex. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
12. The student creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
13. The student discriminates between the effective and ineffective use of sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. The student writes using dialogue effectively, sounding conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student uses correct mechanics and punctuation, e.g. use of hyphens, dashes, ellipses. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student spells familiar and most unfamiliar words correctly utilizing available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)

19. The student uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B2 – The student writes expository text using the writing process.**

1. The student develops one main idea and/or a thesis statement. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
2. The student clearly defines the main idea with selection of relevant, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
3. The student uses (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece, e.g. 3<sup>rd</sup> person pronouns in research. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
4. The student expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
5. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
6. The student cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

8. The student understands and independently uses appropriate strategies to generate expository text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
9. The student develops a cohesive piece that contains an engaging introduction, a body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
10. The student arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P) ▲
11. The student selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
12. The student selects original and compelling vocabulary and/or figurative language to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P) ▲
13. The student selects words that are suitable and precise creating appropriate imagery, e.g. explicit nouns, vivid verbs, natural modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P) ▲
14. The student defines and uses specialized vocabulary particular to the subject/topic providing ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P) ▲
15. The student varies sentence structures and lengths making the reading pleasant and natural, e.g. simple, compound, complex, compound-complex. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
16. The student creates a variety of sentence beginnings that build upon previous sentences and guides the reader from

one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲

17. The student discriminates between the effective and ineffective use of sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
19. The student uses correct mechanics and punctuation, e.g. hyphens, dashes, ellipsis. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
20. The student uses correct grammar and usage, which may be manipulated for stylistic effect, contributing to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
21. The student spells familiar and most unfamiliar words correctly utilizing available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
22. The student uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲

### **B3 – The student writes technical text using the writing process.**

1. The student develops a technical text focused on one main purpose. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student clearly defines the main idea with selection of concise, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

4. The student cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student understands and independently uses appropriate strategies to generate technical text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student organizes information within in each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student writes a complete piece with a useful introduction, a relevant or sequential body, and an appropriate conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student selects appropriate transitions to connect ideas within the piece, e.g. enumerated list, bullets, headings, subheadings, complex outlining elements. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes with an awareness of purpose and audience, e.g. letters. Reports, directions, graphics, charts, maps, tables, brochures, electronic presentation, newsletters, job searches, memos, fliers, emails. (Voice: prewriting, drafting, revising: N,E,T,P)
11. The student writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student selects words that convey the writer's message plainly and concisely, e.g. technical terms, jargon. (Word Choice: prewriting, drafting, revising: N,E,T,P)

13. The student selects words appropriate for the intended task/format, e.g. persuasive, if persuading; information, if informing, etc. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student punctuates correctly, e.g. hyphens, dashes, ellipsis. (Conventions: prewriting, drafting, revising: N,E,T,P)
16. The student uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student spells words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student uses graphic devices that are clear, helpful, visually appealing, and supportive of the text, e.g. charts, graphs, illustrations. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B4 – The student writes persuasive text using the writing process.**

1. The student asserts an arguable proposition or opinion (thesis statement). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece, e.g. 1<sup>st</sup> person in editorial. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student develops details necessary to expand the main topic in a balanced format supporting the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

4. The student anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student practices building a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student analyzes and understands implications of plagiarism, e.g. ethical, legal. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student understands and independently uses appropriate strategies to generate persuasive text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student develops a cohesive piece that contains an engaging introduction, an appropriate body that reinforces the reader's position, and a conclusion that reinforces the thesis statement and the original proposition. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student arranges information within each paragraph in a logical and effective sequence to persuade the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student selects vocabulary and figurative language that conveys a particular tone and personality, e.g. humor, suspense, cynicism, sarcasm, originality, and liveliness. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)

13. The student practices using words that are suitable, precise, and create imagery, e.g. specific nouns, powerful verbs, vivid modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student varies sentence structures and lengths making the reading pleasant and natural, e.g. simple, compound, complex, compound-complex. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student discriminates between the effective and ineffective use of sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. The student includes convincing dialogue, if appropriate. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
18. The student punctuates accurately, e.g. hyphens, dashes, ellipsis. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. The student uses correct grammar and usage, which may be manipulated for stylistic effect, which contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. The student spells familiar and most unfamiliar words correctly utilizing available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. The student indents paragraphs to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

# Writing Curriculum

## Eighth Grade Assessed Indicators

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B2 – The student writes expository text using the writing process.**

1. The student develops one main idea and/or a thesis statement.
2. The student clearly defines the main idea with selection of relevant, logical details that meet the reader's informational needs.
3. The student uses (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece, e.g. 3<sup>rd</sup> person pronouns in research.
4. The student expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience.
5. The student analyzes and understands implications of plagiarism, e.g. ethical, legal.
6. The student cites references for all information used or reproduced from any source.
7. The student constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date.
8. The student understands and independently uses appropriate strategies to generate expository text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources.
9. The student develops a cohesive piece that contains an engaging introduction, a body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion.
10. The student arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences).
11. The student selects appropriate transitions to connect ideas within and between paragraphs.
12. The student selects original and compelling vocabulary and/or figurative language to inform the reader.
13. The student selects words that are suitable and precise creating appropriate imagery, e.g. explicit nouns, vivid verbs, natural modifiers.
14. The student defines and uses specialized vocabulary particular to the subject/topic providing ease of understanding.
15. The student varies sentence structures and lengths making the reading pleasant and natural, e.g. simple, compound, complex, compound-complex.
16. The student creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another.
17. The student discriminates between effective and ineffective use of sentence fragments.
19. The student uses correct mechanics and punctuation, e.g. hyphens, dashes, ellipsis.
20. The student correct grammar and usage, which may be manipulated for stylistic effect, contributing to clarity.
21. The student spells familiar and most unfamiliar words correctly, utilizing available resources, e.g. dictionary, spell check.
22. The student uses correct paragraph division to reinforce the organizational structure of the text.

# Writing Curriculum Standards High School

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

## Writing Curriculum Standards and Benchmarks

Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.

B1 – The student writes **narrative** text using the writing process.

B2 – The student writes **expository** text using the writing process.

B3 – The student writes **technical** text using the writing process.

B4 – The student writes **persuasive** text using the writing process.

Standard 2 – The student applies reading and writing skills to demonstrate learning.

B1 – The student uses effective research practices.

B2 – The student uses ethical research practices.

N – Narrative Text  
E – Expository Text  
T – Technical Text  
P – Persuasive Text

## High School

**Standard 1 – The student writes effectively for a variety of audiences, purposes, and contexts.**

**B1 – The student writes narrative text using the writing process.**

1. The student composes a written piece with plot elements and also experiments with point of view and various narrative techniques. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student selects and uses (1) personal experience (2) personal observation (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student analyzes and understands implications and consequences of plagiarism, e.g. ethical, legal, professional. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student applies appropriate strategies to generate narrative text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
6. The student writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student selects varied transitions to connect ideas within and between paragraphs in the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student selects vocabulary and figurative language that conveys a particular tone and personality, e.g. humor, suspense, originality, and liveliness. (Voice: prewriting, drafting, revising: N,E,T,P)
9. The student incorporates words that are precise and suitable for narrative writing, which create appropriate imagery, e.g. explicit nouns, explicit verbs, natural modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
10. The student manages vocabulary particular to the topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. The student uses a variety of sentence structures and lengths. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
12. The student creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the text. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
13. The student uses fragments only for stylistic effect. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. The student composes and selectively uses dialogue for effect and style. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student uses correct mechanics and punctuation to guide the reader through the text. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student spells familiar and most unfamiliar words and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)

19. The student uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B2 – The student writes expository text using the writing process.**

1. The student develops a thesis statement based upon at least one main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student clearly defines the main idea by selecting relevant, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student selects and uses (1) personal experience (2) personal observations (3) prior knowledge (4) research to meet the reader's needs and to create appropriate point of view. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student expresses information in own words using appropriate organization, grammar, word choice, and tone sufficient to the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. The student analyzes and understands implications and consequences of plagiarism, e.g. ethical, legal, professional. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. The student constructs a bibliography with a standard style of format, e.g. MLA, APA, etc. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
8. The student applies appropriate strategies to generate expository text, e.g. brainstorming, listing, webbing, working

- in pairs or cooperative groups and identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student writes a cohesive piece that includes (1) an introduction that draws the reader in (2) a body that provides information through the logical placement of facts and data (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student arranges information within each paragraph in a logical and effective sequence to meet the reader's informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. The student uses appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
12. The student selects vocabulary and figurative language that convey a particular tone and personality, e.g. humor, suspense, originality, liveliness. (Voice: prewriting, drafting, revising: N,E,T,P)
13. The student incorporates words that are precise and suitable for expository writing, that create appropriate imagery, e.g. explicit nouns, vivid verbs, natural modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. The student manages specialized vocabulary particular to the subject/topic to provide ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
15. The student uses a variety of sentence structures and lengths to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. The student creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)

17. The student uses fragments only for stylistic effect. (Conventions: prewriting, drafting, revising: N,E,T,P)
23. The student uses correct mechanics and punctuates to guide the reader through the text. (Conventions: prewriting, drafting, revising: N,E,T,P)
24. The student uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
25. The student spells familiar and most unfamiliar words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
26. The student uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B3 – The student writes technical text using the writing process.**

1. The student develops a technical text focused on one main purpose. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. The student clearly defines the main idea with selection of concise, logical details that meet the reader’s informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. The student analyzes and understands implications and consequences of plagiarism, e.g. ethical, legal, professional. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. The student cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

5. The student constructs a bibliography with a standard style of format, e.g. MLA, APA, etc. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. The student applies appropriate strategies to generate technical text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P)
7. The student organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader’s informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)
8. The student composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. The student uses appropriate transitions to connect ideas within the piece, e.g. enumerated lists, bullets, headings, subheadings, complex outlining elements. (Organization: prewriting, drafting, revising: N,E,T,P)
10. The student writes with an awareness of purpose and audience, e.g. letters, complex reports, directions, graphics, brochures, electronic presentation, newsletters. Memos, job searches, fliers, emails, Web pages, pictorials. (Voice: prewriting, drafting, revising: N,E,T,P)
11. The student writes with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)
12. The student selects words that convey the writer’s message clearly, precisely, and professionally, e.g. technical terms, jargon. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. The student selects words that consider appropriate connotation for the intended task/format, e.g. persuasive, if persuading; informational, if informing, etc. (Word Choice: prewriting, drafting, revising: N,E,T,P)

14. The student writes compact sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. The student punctuates correctly. (Conventions: prewriting, drafting, revising: N,E,T,P)
16. The student uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. The student spells words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. The student uses graphic devices that are clear, helpful, visually appealing, and supportive of the text, e.g. charts, graphs, illustrations. (Conventions: prewriting, drafting, revising: N,E,T,P)

**B4 – The student writes persuasive text using the writing process.**

1. The student asserts an arguable proposition or opinion (thesis statement). (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
2. The student selects and uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece, e.g. first person in editorial. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
3. The student develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
4. The student anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲

5. The student builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
6. The student analyzes and understands implications and consequences of plagiarism, e.g. ethical, legal, professional. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) ▲
7. The student applies appropriate strategies to generate persuasive text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
8. The student writes a cohesive piece that includes (1) an introduction that engages the reader (2) a body that reinforces the writer's position through the logical placement of evidence (3) a conclusion that reinforces the thesis statement and the original position. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
9. The student arranges information within each paragraph in a logical and effective sequence to persuade the reader, e.g. typically 5 or more sentences. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
10. The student uses appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P) ▲
11. The student selects vocabulary and figurative language that conveys a particular tone and personality, e.g. humor, suspense, cynicism, sarcasm, originality, and liveliness. (Voice: prewriting, drafting, revising: N,E,T,P) ▲
12. The student uses language that is appropriate for persuasive writing and easy for the audience to understand, (Word Choice: prewriting, drafting, revising: N,E,T,P) ▲
13. The student incorporates words that are precise, suitable for persuasive writing, and create imagery, e.g. precise nouns,

powerful verbs, vivid modifiers. (Word Choice: prewriting, drafting, revising: N,E,T,P) ▲

14. The student uses a variety of sentence structures and lengths to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
15. The student creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through the subject matter. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
16. The student uses fragments only for stylistic effect. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
17. The student includes convincing dialogue, if appropriate. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P) ▲
18. The student punctuates correctly to easily guide the reader through the text. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
19. The student uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
20. The student spells words correctly and uses available resources, e.g. dictionary, spell check. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲
21. The student uses correct paragraph divisions to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P) ▲

## **Standard 2 – The student applies reading and writing skills to demonstrate learning.**

### **B1 – The student uses effective research practices.**

1. The student generates relevant, investigating, and researchable questions in order to create a *thesis/hypothesis*. The student uses knowledge,

comprehension, application, analysis, synthesis, and evaluation levels of questioning.

2. The student locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.
3. The student verifies the accuracy, relevance, and completeness of information.
4. The student analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and *themes*.
5. The student presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.
6. The student analyzes, organizes, and converts information into different forms, e.g. charts, graphs, drawings.
7. The student documents sources of information using standard format.
8. The student uses a manual or form such as *Modern Language Association* (MLA) or *American Psychological Association* (APA).

### **B2 – The student uses ethical research practices.**

1. The student analyzes and understands implications and consequences of *plagiarism*, e.g. ethical, legal, professional.
2. The student expresses information in own words using appropriate organization and grammar, word choice, and *tone* sufficient to the audience.
3. The student cites references for all sources of information including summarized and paraphrased ideas from other authors.
4. The student constructs a *bibliography* with author, title, publisher, year, website name and address, and copyright date using standard style format, e.g. MLA, APA.

# Writing Curriculum

## High School Assessed Indicators

**Standard 1 – The students write effectively for a variety of audiences, purposes, and contexts.**

**B4 – The student writes persuasive text using the writing process.**

1. The student asserts an arguable proposition or opinion (thesis statement).
2. The student selects and uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece, e.g. first person in editorial.
3. The student develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's position.
4. The student anticipates the reader's question(s) and provides balance with a counter-argument.
5. The student builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion.
6. The student analyzes and understands implications and consequences of plagiarism, e.g. ethical, legal, professional.
7. The student applies appropriate strategies to generate persuasive text, e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources.
8. The student writes a cohesive piece that includes (1) an introduction that engages the reader (2) a body that reinforces the writer's position through the logical placement of evidence (3) a conclusion that reinforces the thesis statement and the original position.
9. The student arranges information within each paragraph in a logical and effective sequence to persuade the reader, e.g. typically 5 or more sentences.
10. The student uses appropriate transitions to connect ideas within and between paragraphs.
11. The student selects vocabulary and figurative language that conveys a particular tone and personality, e.g. humor, suspense, cynicism, sarcasm, originality, and liveliness.
12. The student uses language that is appropriate for persuasive writing and easy for the audience to understand.
13. The student incorporates words that are precise, suitable for persuasive writing, and create imagery, e.g. precise nouns, powerful verbs, vivid modifiers.
14. The student uses a variety of sentence structures and lengths to make the reading pleasant and natural.
15. The student creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through the subject matter.
16. The student uses fragments only for stylistic effect.
17. The student includes convincing dialogue, if appropriate.
18. The student punctuates correctly to easily guide the reader through the text.
19. The student uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity.
20. The student spells words correctly and uses available resources, e.g. dictionary, spell check.
21. The student uses correct paragraph divisions to reinforce the organizational structure of the text.