

Writing (W)

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>1.1 Write arguments that:</p> <p>a. introduce a focused claim and organize reasons and evidence clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. develop the claim providing credible evidence and data for each;</p> <p>f. develop and strengthen writing as needed</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p> <p>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p> <p>e. develop the claim and counterclaims providing credible evidence and data for each;</p>

<p>bibliographic information for sources;</p> <p>g. establish and maintain a formal style; and</p> <p>h. provide a conclusion that follows from and supports the argument.</p>	<p>by planning, revising, editing, rewriting;</p> <p>g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>h. establish and maintain a formal style and objective tone; and</p> <p>i. provide a concluding statement or section that follows from and supports the argument.</p>	<p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>h. establish and maintain a formal style and objective tone; and</p> <p>i. provide a concluding statement or section that follows from and supports the argument.</p>
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Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a focused topic; b. use relevant information from multiple print and multimedia sources; c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information; d. use credible sources; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate transitions to clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. establish and maintain a style and tone authentic to the purpose; and m. provide a concluding statement or section that follows the information or explanation presented. 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic clearly, previewing what is to follow; b. use relevant information from multiple print and multimedia sources; c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information; d. use credible sources; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. establish and maintain a style and tone authentic to the purpose; and m. provide a concluding statement or section that follows and supports the information or explanation presented. 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize ideas, concepts, and information into broader categories; d. assess the credibility of each source; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to explain the topic; l. establish and maintain a style and tone authentic to the purpose; and m. provide a concluding statement or section that follows and supports the information or explanation presented.
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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and h. provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and h. provide a conclusion that follows from and reflects on narrated experiences or events. 	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and h. provide a conclusion that follows from and reflects on the narrated experiences or events.
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Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. ensure that subjective, objective, and possessive pronouns are in the proper case; b. use intensive pronouns; c. recognize and use appropriate continuity and shifts in pronoun number and person; d. recognize and correct pronouns with unclear or ambiguous antecedents; e. recognize variations from standard English in one's own and others' writing; and f. identify and use strategies to improve expression in conventional language. 	<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. show knowledge of the function of phrases and clauses in general and their function in specific sentences; b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. recognize and correct inappropriate shifts in verb voice and mood.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p><i>5.1 Students are expected to build upon and continue applying previous learning.</i> Grade 5 Apply correct usage of capitalization in writing.</p>		
<p>5.2 Use:</p> <ul style="list-style-type: none"> a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and b. semicolons to connect main clauses and colons to introduce a list or quotation. 	<p>5.2 Use:</p> <ul style="list-style-type: none"> a. a comma to separate coordinate adjectives; and b. a comma after introductory subordinate clauses. 	<p>5.2 Use:</p> <ul style="list-style-type: none"> a. commas, ellipses, and dashes to indicate a pause, break, or omission; and b. an ellipsis to indicate an omission.
<p><i>5.3 Students are expected to build upon and continue applying previous learning.</i> Grade 3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p>		
<p><i>5.4 Students are expected to build upon and continue applying previous learning.</i> Grade 4 Use spelling patterns and generalizations.</p>		
<p><i>5.5 Students are expected to build upon and continue applying previous learning.</i> Grade 3 Consult print and multimedia resources to check and correct spelling.</p>		

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
6.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i>		
6.3 <i>Students are expected to build upon and continue applying conventions previous learning.</i> Grade 1 <i>Write left to right leaving spaces between words.</i>		
6.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 <i>Demonstrate effective keyboarding skills.</i>		
6.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 5 <i>Connect upper- and lowercase letters efficiently and proportionately in cursive handwriting.</i>		