

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 1 Students write clearly and effectively

When writing the students will:

| <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
|---|--|--|--|---|
| Benchmark 1 organize text in paragraphs with clear beginning, middle, and end | | | | |
| <ul style="list-style-type: none"> * explore sequence by writing stories with scribbles, pictures, letters | <ul style="list-style-type: none"> * experiment with sequencing of sentences | <ul style="list-style-type: none"> * attempt to organize ideas in a logical sequence – beginning middle end | <ul style="list-style-type: none"> * organize ideas in a logical sequence with assistance – beginning middle end | <ul style="list-style-type: none"> * write paragraphs with a recognizable introduction, middle and conclusion * arrange events in a logical sequence * attempt use of transitions |
| Benchmark 2 develop a main idea through some supporting details | | | | |
| <ul style="list-style-type: none"> * explore main idea orally * begin to focus on a main idea | <ul style="list-style-type: none"> * focus on a main idea when writing | <ul style="list-style-type: none"> * stay focused on a main idea when writing * add supporting details | <ul style="list-style-type: none"> * participate in modeled writing of topic sentences and detail sentences | <ul style="list-style-type: none"> * develop a main idea by writing a topic sentence with supporting details |
| Benchmark 3 demonstrate awareness of personal voice, sentence structure, and word choice | | | | |
| <p>Voice</p> <ul style="list-style-type: none"> * communicate feelings <p>Sentence Structure</p> <ul style="list-style-type: none"> * explore sentences through scribbles, pictures, letters <p>Word Choice</p> <ul style="list-style-type: none"> * explore new vocabulary | <p>Voice</p> <ul style="list-style-type: none"> * attempt to express feelings <p>Sentence Structure</p> <ul style="list-style-type: none"> * write simple sentences <p>Word Choice</p> <ul style="list-style-type: none"> * experiment with interesting words in a natural way | <p>Voice</p> <ul style="list-style-type: none"> * begin to show feeling <p>Sentence Structure</p> <ul style="list-style-type: none"> * write simple sentences using nouns, verbs and adjectives * begin to write compound sentences <p>Word Choice</p> <ul style="list-style-type: none"> * attempt to use interesting words in a natural way | <p>Voice</p> <ul style="list-style-type: none"> * experiment to become individual and expressive <p>Sentence Structure</p> <ul style="list-style-type: none"> * write simple and compound sentences using nouns, verbs, adjectives and adverbs <p>Word Choice</p> <ul style="list-style-type: none"> * begin to use interesting words in a natural way | <p>Voice</p> <ul style="list-style-type: none"> * experiment to become individual and expressive <p>Sentence Structure</p> <ul style="list-style-type: none"> * write clear and concise simple and compound sentences using nouns, pronouns, verbs, adjectives and adverbs <p>Word Choice</p> <ul style="list-style-type: none"> * use words in an interesting and natural way to create descriptive language |

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| <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
|--|--|--|--|--|
| Benchmark 4 apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose | | | | |
| <p>Spelling</p> <ul style="list-style-type: none"> * begin to use letter/sound correspondence <p>Capitalization</p> <ul style="list-style-type: none"> * begin to use upper and lower case letters <p>Punctuation</p> <ul style="list-style-type: none"> * explore punctuation <p>Grammar/Usage</p> <ul style="list-style-type: none"> * participate in language experience activities | <p>Spelling</p> <ul style="list-style-type: none"> * spell grade level words in final draft * experiment with spelling higher level vocabulary words <p>Capitalization</p> <ul style="list-style-type: none"> * begin to capitalize name, first word of sentence, pronoun I, and people’s name * use upper and lower case letters <p>Punctuation</p> <ul style="list-style-type: none"> * begin to use periods and question mark <p>Grammar/Usage</p> <ul style="list-style-type: none"> * compose sentences with subject-verb agreement | <p>Spelling</p> <ul style="list-style-type: none"> * spell grade level words in final draft * experiment with spelling higher level vocabulary words <p>Capitalization</p> <ul style="list-style-type: none"> * capitalize name, first word of a sentence, pronoun I, and people’s name <p>Punctuation</p> <ul style="list-style-type: none"> * use period, question mark, exclamation mark <p>Grammar/Usage</p> <ul style="list-style-type: none"> * compose sentences with subject-verb agreement * begin to recognize nouns and verbs | <p>Spelling</p> <ul style="list-style-type: none"> * spell grade level words in final draft * experiment with spelling higher level vocabulary <p>Capitalization</p> <ul style="list-style-type: none"> * capitalize name, first word of a sentence, pronoun I, and proper nouns <p>Punctuation</p> <ul style="list-style-type: none"> * use period, question mark, exclamation mark * use commas for day, month and year, greetings and closing of letters, cities and states * begin to use apostrophes in contractions and singular possessives * begin to use a period at the end of abbreviation <p>Grammar/Usage</p> <ul style="list-style-type: none"> * compose sentences with subject-verb agreement * recognize nouns and verbs | <p>Spelling</p> <ul style="list-style-type: none"> * spell grade level words in final draft * experiment with spelling higher level vocabulary <p>Capitalization</p> <ul style="list-style-type: none"> * capitalize name, first word of a sentence, pronoun I, and proper nouns * use capitalization correctly in final draft <p>Punctuation</p> <ul style="list-style-type: none"> * use period, question mark, exclamation mark * use commas for day, month and year, greetings and closing of letters, cities and states * use apostrophes in contractions and begin to use singular possessives * use a period at the end of abbreviation * use commas for words in a series and quotes * begin to use simple quotation marks <p>Grammar/Usage</p> <ul style="list-style-type: none"> * compose sentence with subject-verb agreement * recognize nouns, verbs, adjectives |

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K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 2 Students apply a range of skills and strategies in the writing process

When writing the students will:

| <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
|---|--|---|--|---|
| Benchmark 1 plan writing by generating and organizing ideas and by considering purpose and audience | | | | |
| <ul style="list-style-type: none"> * plan writing by talking and/or drawing * discuss writing for a variety of purposes | <ul style="list-style-type: none"> * select topic * make a plan for drafting (e.g., talking, drawing, graphic organizers) * write for a variety of purposes | <ul style="list-style-type: none"> * select topic * make a plan for drafting (e.g., talking, drawing, graphic organizer) * write for a variety of purposes | <ul style="list-style-type: none"> * selects topic * select purpose and audience with guidance * make a plan for drafting (e.g., talking, drawing, graphic organizer) | <ul style="list-style-type: none"> * select topic * select purpose and audience * make a plan for drafting (e.g., talking, drawing, graphic organizer) |
| Benchmark 2 write a draft that captures and organizes ideas | | | | |
| <ul style="list-style-type: none"> * verbalize a pre-writing draft | <ul style="list-style-type: none"> * use pre-writing plan to write draft | <ul style="list-style-type: none"> * use pre-writing plan to write draft | <ul style="list-style-type: none"> * use pre-writing plan to write draft | <ul style="list-style-type: none"> * use pre-writing plan to write draft |
| Benchmark 3 revise writing at the word, sentence, and paragraph levels using feedback and guidance from others | | | | |
| <ul style="list-style-type: none"> * confer with instructor for feedback | <ul style="list-style-type: none"> * confer with instructor for feedback | <ul style="list-style-type: none"> * begin to self-revise * confer with instructor for feedback in order to revise draft | <ul style="list-style-type: none"> * self-revise * confer with instructor and begin to confer with peers for feedback in order to revise draft | <ul style="list-style-type: none"> * self-revise * confer with instructor/peers for feedback in order to revise draft |
| Benchmark 4 edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage) | | | | |
| <ul style="list-style-type: none"> * confer with instructor for feedback | <ul style="list-style-type: none"> * confer with instructor for feedback on editing for capitals and end punctuation | <ul style="list-style-type: none"> * begin to self-edit for capitals * confer with instructor for feedback on end punctuation | <ul style="list-style-type: none"> * self-edit with assistance * confer with instructor and begin to confer with peers for feedback on spelling and grammar | <ul style="list-style-type: none"> * self-edit for capitalization, spelling, punctuation, and grammar * confer with instructor/peers for feedback |
| Benchmark 5 share/publish a legible final product | | | | |
| <ul style="list-style-type: none"> * produce finished written product to share | <ul style="list-style-type: none"> * produce finished written product to share | <ul style="list-style-type: none"> * produce finished written product to share | <ul style="list-style-type: none"> * produce finished written product to share | <ul style="list-style-type: none"> * produce finished written product to share |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 3 Students evaluate and reflect on their growth as writers

When writing the students will:

| <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
|--|---|--|--|--|
| Benchmark 1 set goals and become aware of success in own and others’ writing | | | | |
| <ul style="list-style-type: none"> * with guidance set personal writing goal * give and receive verbal feedback on own and other’s writing with teacher modeling | <ul style="list-style-type: none"> * with guidance set personal writing goal * select from a variety of strategies for self evaluation to measure success with teacher assistance <ul style="list-style-type: none"> - portfolio - rubric - writing inventory - reflective journal | <ul style="list-style-type: none"> * with guidance set personal writing goal * select from a variety of strategies for self/peer evaluation to measure success with teacher guidance <ul style="list-style-type: none"> - portfolio - rubric - writing inventory - reflective journal | <ul style="list-style-type: none"> * with guidance set personal writing goal * select from a variety of strategies for self/peer evaluation to measure success with teacher guidance <ul style="list-style-type: none"> - portfolio - rubric - writing inventory - reflective journal | <ul style="list-style-type: none"> * with guidance set personal writing goal * select from a variety of strategies for self/peer evaluation to measure success <ul style="list-style-type: none"> - portfolio - rubric - writing inventory - reflective journal |
| Benchmark 2 share writing with others, listen to responses, ask questions, and offer positive comments to others | | | | |
| <ul style="list-style-type: none"> * share writing or illustrations with others * listen to responses, ask questions and offer positive comments to others with teacher modeling | <ul style="list-style-type: none"> * share writing with others * listen to responses, ask questions and offer positive comments to others with teacher modeling | <ul style="list-style-type: none"> * share writing with others * listen to responses, ask questions and offer positive comments to others with teacher assistance | <ul style="list-style-type: none"> * share writing with others * listen to responses, ask questions and offer positive comments to others with teacher guidance | <ul style="list-style-type: none"> * share writing with others * listen to responses, ask questions and offer positive comments to others |
| Benchmark 3 identify his/her strengths as a writer | | | | |
| <ul style="list-style-type: none"> * see self as an author | <ul style="list-style-type: none"> * review their work with teacher assistance (re-read, peer review, portfolios, rubrics) * consider comments (rubric and peer/group review) | <ul style="list-style-type: none"> * review their work with teacher guidance (re-read, peer review, portfolios, rubrics) * consider comments (rubric and peer/group review) | <ul style="list-style-type: none"> * review their work with teacher guidance (re-read, peer review, portfolios, rubrics) * consider comments (rubric and peer/group review) | <ul style="list-style-type: none"> * review their work with teacher modeling (re-read, peer review, portfolios, rubrics) * consider comments (rubric and peer/group review) |

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K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 4 Students write for a variety of purposes and audiences

When writing the students will:

| <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
|--|--|--|---|---|
| Benchmark 1 identify the purpose for their writing and write appropriately | | | | |
| * explore different purposes for writing | * determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) with teacher modeling | * determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) with teacher assistance | * determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) with teacher guidance * choose appropriate style for purpose of writing | * determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) * choose appropriate style for purpose of writing |
| Benchmark 2 choose audiences (e.g., self, peers, adults) appropriate to purposes and topics | | | | |
| * explore writing for different audiences | * decide to whom they are writing with teacher assistance | * decide to whom they are writing with teacher guidance | * decide to whom they are writing with teacher guidance | * Decide to whom they are writing |
| Benchmark 3 experience writing in a different genre (e.g., descriptive writing) | | | | |
| * explore various types of writing suggestions: - picture story - word story | * explore various types of writing suggestions: - poetry - autobiography | * compose various types of writing suggestions: - autobiography - biography - poetry | * compose various types of writing suggestions: - poetry - autobiography - biography | * compose various types of writing suggestions: - poetry - autobiography - biography - fairy tales - tall tales |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 5 Students recognize the structures of various forms and apply these characteristics to their own writing

When writing the students will:

| <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
|--|---|---|--|--|
| Benchmark 1 identify the characteristics of different forms (poetry, fiction, non-fiction, technical, simple report) | | | | |
| * explore different forms | * identify the characteristics of different forms with teacher modeling (e.g., letter writing and poetry) | * identify the characteristics of different forms with teacher guidance (e.g., letter writing and poetry) | * identify the characteristics of different forms with teacher guidance (e.g., letter writing and poetry) | * identify the characteristics of different forms (e.g., letter writing and poetry) |
| Benchmark 2 write using characteristics of different forms | | | | |
| * explore using different forms (e.g., sketches, letters, sentences, stories) | * compose different forms with teacher modeling <ul style="list-style-type: none"> - descriptive writing - narrative writing - expository writing - persuasive writing suggestions: <ul style="list-style-type: none"> - journal writing - friendly letter - short story | * compose different forms with teacher assistance <ul style="list-style-type: none"> - descriptive writing - narrative writing - expository writing - persuasive writing suggestions: <ul style="list-style-type: none"> - journal writing - friendly letter - short story | * compose different forms with teacher guidance <ul style="list-style-type: none"> - descriptive writing - narrative writing - expository writing - persuasive writing suggestions: <ul style="list-style-type: none"> - journal writing - friendly letter - short story - simple report | * compose different forms <ul style="list-style-type: none"> - descriptive writing - narrative writing - expository writing - persuasive writing suggestions: <ul style="list-style-type: none"> - journal writing - friendly letter - short story - “how to” - simple report |

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Writing Content Standard 6 **Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**

When writing the students will:

| <i>K</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
|--|--|--|--|---|
| Benchmark 1 pose questions or identify problems | | | | |
| * pose questions on topic with teacher modeling | * pose questions on topic with teacher assistance | * pose questions or identify problems on topic with teacher guidance | * pose questions or identify problems on topic to explore | * pose questions or identify problems on a topic to explore |
| Benchmark 2 use selected technologies and information sources | | | | |
| * explore using selected technologies and information sources | * locate and use information from a variety of sources (e.g., books, reference materials, media) with teacher assistance | * locate and use information from a variety of sources (e.g., books, reference materials, media, internet, personal interview) with teacher guidance | * locate and use information from a variety of sources (e.g., books, reference materials, media, internet, personal interview) with teacher guidance | * locate and use information from a variety of sources (e.g., books, reference materials, media, internet, personal interviews) |
| Benchmark 3 identify explanations or solutions, and draw a conclusion based on the information | | | | |
| * explore drawing conclusions based on the information | * explore drawing conclusions based on the information | * select relevant information, then draw conclusions that answer questions or solve problems | * select relevant information, then draw conclusions that answer questions or solve problems | * select relevant information, then draw conclusions that answer questions or solve problems |
| Benchmark 4 share information in appropriate ways for intended audiences | | | | |
| * produces finished written material * share with audience in appropriate format | * produce finished written material * share with an audience in an appropriate format (e.g., written, oral) | * produce finished written product * share with an audience in an appropriate format (e.g., written, oral, multi-media presentation) | * produce finished written product * share with an audience in an appropriate format (e.g., written, oral, multi-media presentation) | * produce finished written product * share with an audience in an appropriate format (e.g., written, oral, multi-media presentation) |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 1 Students write clearly and effectively

When writing students will:

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Benchmark 1 organize text in paragraphs with clear beginning, middle, and end using transitions and logical sequence.

- * continue to write paragraphs with a recognizable beginning, middle, and end that follow a logical order
- * use transitions to connect ideas

- * write paragraphs with a clear beginning, middle, and end that follow a logical order
- * practice transitions to connect ideas

- * compose paragraphs with a well-defined beginning, middle, and end that follow a logical order
- * practice using appropriate transitions to make logical connections

- * compose paragraphs with an inviting beginning, detailed middle, and strong ending that follow a logical sequence
- * select thoughtful transitions to effectively and smoothly connect ideas

Benchmark 2 develop a main idea through relevant supporting details

- * write a topic sentence that defines the main idea
- * write three supporting sentences using related details

- * write a topic sentence that clearly defines the main idea
- * write at least three supporting sentences using related details

- * write a topic sentence that defines the main idea
- * write several supporting sentences using accurate details

- * write a topic sentence that defines the main idea
- * use relevant details to precisely develop and enhance the main idea

Benchmark 3 demonstrate some control of personal voice, sentence structure, and word choice.

- Voice**
- * attempt to personalize their writing
- Sentence Fluency**
- * compose basic simple and compound sentences with some modifiers
- Word Choice**
- * use new and different words to create descriptive language

- Voice**
- * continue to develop a personal voice
- Sentence Fluency**
- * compose expanded simple and compound sentences
- Word Choice**
- * use more specific words to describe ideas

- Voice**
- * continue to develop an authentic personal voice
- Sentence Fluency**
- * use simple compound and complex sentences
- Word Choice**
- * choose words that effectively capture meanings and images

- Voice**
- * speak directly to the reader with individual expression
- Sentence Fluency**
- * consistently use a variety of sentence structures
- Word Choice**
- * choose words that accurately and expressively convey thoughts

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Writing Content Standard 1 Students write clearly and effectively

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Benchmark 4 apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

- * spell grade-level words in final draft
- * attempt to spell higher level vocabulary
- * use capitalization and end punctuation
- * begin to use a comma in compound sentences
- * use commas after introductory words
- * use quotation marks
- * use apostrophes correctly in contractions and singular possessives
- * compose sentences with subject and verb agreement
- * recognize nouns, verbs, and adjectives

- * spell grade-level words in final draft
- * attempt to spell higher level vocabulary
- * use capitalization and end punctuation
- * use commas to punctuate compound sentences
- * begin to use more complex punctuation: semicolons, dashes, colons, hyphens, parentheses, underlining
- * use quotation marks
- * use apostrophes in possessives, both singular and plural
- * recognize nouns, verbs (action, non-action, tense), adjectives, adverbs, and simple conjunctions
- * recognize sentence parts (complete and simple subject and predicate)

- * spell grade-level words in final draft
- * attempt to spell higher level vocabulary
- * use capitalization and end punctuation
- * punctuate compound sentences
- * continue to use more complex punctuation: semicolons, dashes, colons, hyphens, parentheses, underlining
- * use quotation marks
- * use correct verb tense
- * recognize all parts of speech
- * recognize appositives, direct objects, predicate adjectives and nouns, and prepositional phrases

- * spell grade-level words in final draft
- * attempt to spell higher level vocabulary
- * use capitalization and end punctuation
- * apply complex punctuation to a variety of sentences
- * begin to punctuate compound-complex sentences
- * use correct verb tense
- * recognize all parts of speech and their usage in sentences
- * begin to recognize phrases and clauses

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 2 Students apply a range of skills and strategies in the writing process.

When writing students will:

| 5 | 6 | 7 | 8 |
|--|---|---|--|
| Benchmark 1 plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience. | | | |
| <ul style="list-style-type: none"> * define purpose and audience * select a topic * use prewriting strategies to gather and organize details (e.g., brainstorm, lists, graphic organizers) | <ul style="list-style-type: none"> * define purpose and audience * select a specific topic * use a variety of prewriting strategies to gather and organize details (e.g., brainstorm, lists, graphic organizers) | <ul style="list-style-type: none"> * define purpose and audience * select and narrow topic * use a variety of prewriting strategies to gather and organize details (e.g., brainstorm, lists, graphic organizers) | <ul style="list-style-type: none"> * define purpose and audience * select a single distinct topic * select appropriate prewriting strategy to gather and organize ideas |
| Benchmark 2 write one or more drafts that capture and organize ideas. | | | |
| <ul style="list-style-type: none"> * write first draft using ideas from the prewriting stage * decide which details to include and arrange in an order that makes sense * self-revise draft with teacher modeling | <ul style="list-style-type: none"> * write first draft based on ideas from the prewriting stage * decide which details to include and how to arrange them * self-revise draft with teaching modeling | <ul style="list-style-type: none"> * write first draft by developing ideas from the prewriting stage * arrange details in an understandable order * self-revise the draft as needed | <ul style="list-style-type: none"> * write first draft by expanding ideas from the prewriting stage * arrange details in a purposeful order (e.g., chronologically, spatially, order of importance) * self-revise draft as needed |
| Benchmark 3 revise writing at the word, sentence, and paragraph levels using feedback from others. | | | |
| <ul style="list-style-type: none"> * conference with teacher/peers for feedback * consider suggestions * make appropriate revisions to convey a clear message | <ul style="list-style-type: none"> * conference with teacher/peers for feedback * consider suggestions * make appropriate revisions to convey a clear message and to improve the draft | <ul style="list-style-type: none"> * conference with teacher/peers for feedback * consider suggestions * make appropriate revisions to convey a clear message and to improve the draft | <ul style="list-style-type: none"> * conference with teacher/peers for feedback * consider suggestions * make revisions that strengthen the overall structure and clarity of the draft |

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Writing Content Standard 2 Students apply a range of skills and strategies in the writing process.

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Benchmark 4 edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).

- * self-edit written draft to correct errors in conventions
- * peer-edit written draft to correct errors in conventions
- * conference with teacher, if necessary

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- * peer-edit written draft to correct errors in conventions
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- * peer-edit written draft to correct errors in conventions
- * conference with teacher, if necessary

Benchmark 5 share/publish a legible final product.

- * produce finished product to share or present

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Writing Content Standard 3 Students evaluate and reflect on their growth as writers.

When writing students will:

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Benchmark 1 set goals and analyze successes in their own and others' writing.

- * reflect on present writing interests and abilities (writing inventory, portfolio)
- * establish short-term goals (schedule specific writing time, reflective journal)
- * establish long-term goals (monitor writing accomplishments, explore varied writing types)
- * select from a variety of strategies to analyze success
 - portfolio
 - rubric
 - writing inventory
 - reflective journal

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- * select from a variety of strategies to analyze success
 - portfolio
 - rubric
 - writing inventory
 - reflective journal

Benchmark 2 share and discuss their own and others' writing for improvement and growth as writers.

- * conference with peers and teachers
- * read/listen to pieces of writing
- * ask clarifying questions of the writer
- * share opinions and comments

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- * share opinions and comments

- * conference with peers and teacher
- * share opinions and comments
- * respond to piece in an insightful manner re: overall effectiveness

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- * share opinions and comments
- * respond to piece in an insightful manner re: overall effectiveness

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Writing Content Standard 3

Students evaluate and reflect on their growth as writers.

When writing students will:

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Benchmark 3 identify and describe strengths and weaknesses as writers.

- * review their work with teacher modeling (re-read, peer review, portfolios, rubrics)
- * consider comments (rubrics and peer/group review)
- * note successes and areas of concern (rubrics, conferences, reflective journals)

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MODEL IMPLEMENTATION TOOL – WRITING

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Writing Content Standard 4 Students write for a variety of purposes and audiences.

When writing students will:

| 5 | 6 | 7 | 8 |
|--|---|---|---|
| Benchmark 1 identify and articulate the purpose for their writing and write appropriately. | | | |
| <ul style="list-style-type: none"> * determine the reason for writing (to entertain, describe, inform, reflect, persuade, explain) * follow the appropriate style that will be the most effective writing approach | <ul style="list-style-type: none"> * determine the reason for writing (to entertain, describe, inform, reflect, persuade, explain) * follow the appropriate style that will be the most effective writing approach | <ul style="list-style-type: none"> * determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) * follow the appropriate style that will be the most effective writing approach * discuss different approaches available (descriptive, expository, narrative) | <ul style="list-style-type: none"> * determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) * choose the appropriate style that will be the most effective writing approach * discuss different approaches available (descriptive, expository, narrative, persuasive) |
| Benchmark 2 choose audiences (e.g., self, peers, adults) appropriate to purposes and topics. | | | |
| <ul style="list-style-type: none"> * decide to whom they are writing (e.g., teacher, family, newspaper) * identify the needs of the audience (consider age, prior knowledge, and vocabulary) | <ul style="list-style-type: none"> * decide to whom they are writing (e.g., teacher, family, newspaper) * identify the needs of the audience (consider age, prior knowledge, and vocabulary) | <ul style="list-style-type: none"> * decide to whom they are writing (e.g., teacher, family, newspaper) * identify the needs of the audience (consider age, prior knowledge, and vocabulary) | <ul style="list-style-type: none"> * decide to whom they are writing (e.g., teacher, family, newspaper) * identify the needs of the audience (consider age, prior knowledge, and vocabulary) |
| Benchmark 3 experience writing in different genres (e.g., narrative writing). | | | |
| <ul style="list-style-type: none"> * compose various kinds of writing suggestions: <ul style="list-style-type: none"> - poetry - autobiography - fairy tales - tall tales - simple report - historical fiction | <ul style="list-style-type: none"> * compose various kinds of writing suggestions: <ul style="list-style-type: none"> - poetry - autobiography - fairy tales - tall tales - simple report - historical fiction - legends/fables - mystery | <ul style="list-style-type: none"> * compose various kinds of writing suggestions: <ul style="list-style-type: none"> - poetry - autobiography - fairy tales - tall tales - simple report - historical fiction - legends/fables - mystery - research report - fantasy | <ul style="list-style-type: none"> * compose various kinds of writing suggestions: <ul style="list-style-type: none"> - poetry - autobiography - fairy tales - tall tales - simple report - historical fiction - legends/fables - mystery - research report - fantasy |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 5 **Students recognize the structures of various forms and apply these characteristics to their own writing.**

When writing students will:

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Benchmark 1 **identify and analyze characteristics of different forms (e.g., narrative, journal, technical).**

- * examine the defining characteristics of a variety of writing forms (e.g., letter format, poem patterns)
- * note similarities and differences among writing forms (e.g., business vs personal letter, haiku vs free verse poetry)

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- * examine the defining characteristics of a variety of writing forms (e.g., letter format, poem patterns)
- * note similarities and differences among writing forms (e.g., business vs personal letter, haiku vs free verse poetry)

Benchmark 2 **write using characteristics of different forms.**

- * compose different forms
 - descriptive writing
 - narrative writing
 - expository writing
 - persuasive writing
- suggestions:**
 - short stories
 - plays
 - journals
 - friendly and business letters
 - book reviews
 - essays
 - news stories
 - ads/brochures
 - interviews
 - reports

- * compose different forms
 - descriptive writing
 - narrative writing
 - expository writing
 - persuasive writing
- suggestions:**
 - short stories
 - plays
 - journals
 - friendly and business letters
 - book reviews
 - essays
 - editorials
 - news stories
 - ads/brochures
 - literature responses
 - interviews
 - reports
 - poetic forms
 - biographies
 - autobiographies

- * compose different forms
 - descriptive writing
 - narrative writing
 - expository writing
 - persuasive writing
- suggestions:**
 - short stories
 - plays
 - journals
 - friendly and business letters
 - book reviews
 - essays
 - editorials
 - news stories
 - ads/brochures
 - literature responses
 - interviews
 - reports
 - poetic forms
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 - autobiographies

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 - descriptive writing
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 - plays
 - journals
 - friendly and business letters
 - book reviews
 - essays
 - editorials
 - news stories
 - ads/brochures
 - literature responses
 - interviews
 - reports
 - poetic forms
 - biographies
 - autobiographies

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 6

Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

When writing students will:

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Benchmark 1 pose questions or identify problems.

- * define the problem or issue
- * organize prior knowledge/survey resources for adequate information
- * redefine or narrow the topic as necessary
- * ask questions on the topic

- * define the problem or issue
- * organize prior knowledge/survey resources for adequate information
- * redefine or narrow the topic as necessary
- * pose questions that explore the topic

- * define the problem or issue
- * organize prior knowledge/survey resources for adequate information
- * redefine or narrow the topic as necessary
- * generate relevant questions about the topic

- * define the problem or issue
- * organize prior knowledge/survey resources for adequate information
- * redefine or narrow the topic as necessary
- * frame focused questions to direct the research

Benchmark 2 find and use a variety of technologies and information sources.

- * locate information from a variety of sources (e.g., reference materials, books, periodicals, interviews, computer resources)
- * decide which resource to use
- * gather and record information using graphic organizers
- * cite sources as appropriate to avoid plagiarism

- * locate information from a variety of sources (e.g., reference materials, books, periodicals, interviews, computer resources)
- * decide which resource to use
- * gather and record information using graphic organizers
- * cite sources as appropriate to avoid plagiarism

- * develop a plan to gather information
- * locate information from both primary (e.g., journals, photographs, and interviews) and secondary sources (e.g., books, newspapers, reference materials, CD-ROMS)
- * locate information through print and/or electronic resources, and personal observations
- * cite sources as appropriate to avoid plagiarism

- * develop a plan to gather information
- * locate information from both primary (e.g., original documents, diaries) and secondary sources (e.g., books, newspapers, reference materials, CD-ROMS)
- * locate information through print and/or electronic resources and personal observations
- * cite sources as appropriate to avoid plagiarism

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Writing Content Standard 6 **Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**

When writing students will:

| 5 | 6 | 7 | 8 |
|---|---|---|--|
| Benchmark 3 identify several explanations or solutions, and draw conclusions based on their analysis of the information. | | | |
| <ul style="list-style-type: none"> * evaluate information for accuracy (with teacher guidance) * select facts and details that could solve the problem or issue * decide, with teacher guidance, what organizational approach to take with the data (e.g., step by step explanations, categorizing main ideas) | <ul style="list-style-type: none"> * evaluate information for accuracy (with teacher guidance) * select facts and details that could solve the problem or issue * decide, with teacher guidance, what organizational approach to take with the data (e.g., step by step explanations, categorizing main ideas) | <ul style="list-style-type: none"> * evaluate information for reliability, including accuracy and timeliness (with teacher guidance) * select facts and details that could solve the problem or issue * decide, with teacher guidance, what organizational approach to take with the data (e.g., cause and effect, categorizing main idea) | <ul style="list-style-type: none"> * evaluate information for reliability, including accuracy and timeliness (with teacher guidance) * select facts and details that could solve the problem or issue * decide what organizational approach to take with the data (e.g., cause and effect, categorizing main ideas) |
| Benchmark 4 share information in appropriate ways for intended audiences. | | | |
| <ul style="list-style-type: none"> * prepare a final written product (e.g., summary, advertising brochure, review) * share research results through a variety of approaches (e.g., written, oral, multi-media) | <ul style="list-style-type: none"> * prepare a final written product (e.g., summary, advertising brochure, review) * share research results through a variety of approaches (e.g., written, oral, multi-media) | <ul style="list-style-type: none"> * prepare a final written product (e.g., formal report, newspaper article, critical review) * share research results through a variety of approaches (e.g., written, oral, multi-media) | <ul style="list-style-type: none"> * prepare a final written product (e.g., formal report, newspaper article, critical review) * share research results through a variety of approaches, including power point, panel discussions, plays, time lines, and visuals |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 1 Students write clearly and effectively

When writing students will:

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Benchmark 1 organize text in paragraphs with clear beginning, middle, and end using effective transitions and logical sequence.

- * develop grade appropriate transitions using transitional words and phrases to connect within and between paragraphs
- * continue to compose paragraphs with an inviting beginning, detailed middle, and strong ending that follow a logical sequence
- * begin the use of multi-paragraph document

- * use transitions and hooks to connect within and between paragraphs
- * compose five paragraph essays with an inviting beginning, detailed middle, and strong ending that follow a logical sequence

- * use transitions and hooks to connect within and between paragraphs
- * compose multi-paragraph writings with an inviting beginning, detailed middle, and strong ending that follow a logical sequence

- * use transitions and hooks to connect within and between paragraphs
- * compose paragraphs with an inviting beginning, detailed middle, and strong ending that follow a logical sequence
- * experiment with a variety of non traditional multi-paragraph structures

Benchmark 2 develop and elaborate main ideas through relevant and specific supporting details

- * create a clear topic sentence for a paragraph with detailed and effective support sentences
- * write a paragraph with details relevant to the main idea
- * create multi-paragraph documents that contain supporting detail relevant to the thesis or main idea
- * introduce proper citations as a means of identifying support

- * continue to create a clear topic sentence for a paragraph with detailed and effective support sentences
- * create a clear thesis statement for multi-paragraph writing
- * create a multi-paragraph essay that contains supporting detail relevant to the thesis
- * incorporate proper citations as a means of identifying support.

- * continue to create a clear topic sentence for a paragraph with detailed and effective support sentences
- * continue to create a clear thesis statement for multi-paragraph writing with information relevant to its main idea
- * incorporate proper citations as a means of identifying support.

- * continue to create a clear topic sentence for a paragraph with detailed and effective support sentences
- * continue to create a clear thesis statement for multi-paragraph writing with information relevant to its main idea
- * incorporate proper citations as a means of identifying support.
- * experiment with non-traditional thesis formats.

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 1 Students write clearly and effectively

When writing students will:

| 9 | 10 | 11 | 12 |
|---|--|--|--|
| Benchmark 3 demonstrate purposeful control of personal voice, sentence structure, and word choice. | | | |
| <ul style="list-style-type: none"> * write with individual expression. * introduce a variety of sentence structures * use words that effectively convey thoughts appropriate to grade level. * use phrases and clauses correctly. | <ul style="list-style-type: none"> * continue to write with individual expression, developing a personal perspective. * use a variety of sentence structures * use words that effectively convey thoughts appropriate to grade level. * use phrases and clauses effectively. | <ul style="list-style-type: none"> * tailor the voice to the writing and the audience. * consistently use a variety of sentence structures * use words that effectively convey thoughts appropriate to grade level. * use phrases and clauses effectively. | <ul style="list-style-type: none"> * demonstrate competency in standard writing * experiment with non-standard point of view. * experiment with a variety of non-traditional sentence structures. * use words that effectively convey thoughts appropriate to grade level. * use phrases and clauses effectively. |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 1

Students write clearly and effectively

When writing students will:

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Benchmark 4 apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

- * use correct spelling, capitalization, mechanics, usage and punctuation
- * use correct paragraphing and stanza division
- * edit writing for correct spelling, punctuation and usage
- * recognize parts of speech and sentence parts
- * recognize active and passive voice
- * use correct and consistent verb tense
- * recognize proper use of adjectives, adverbs, verbs, and pronouns

- * use correct spelling, capitalization, mechanics, usage and punctuation consistently
- * use paragraphing and stanza division to enhance meaning and reinforce text's organizational structure
- * edit writing for correct spelling, punctuation and usage
- * use active and passive voice correctly
- * use correct and consistent verb tense
- * recognize verbals (gerunds, infinitives and participles)
- * incorporate proper use of adjectives, adverbs, verbs, and pronouns

- * use spelling, capitalization, mechanics, usage, and punctuation for emphasis and stylistic effect
- * use paragraphing and stanza division to enhance meaning and reinforce text's organizational structure
- * edit writing for correct spelling, punctuation and usage
- * use active and passive voice correctly
- * use correct and consistent verb tense
- * recognize and apply the patterns of parallelism
- * incorporate proper use of adjectives, adverbs, verbs, and pronouns
- * edit writing for correct use of modifying phrases and clauses

- * use spelling, capitalization, mechanics, usage, and punctuation for emphasis and stylistic effect
- * use paragraphing and stanza division to enhance meaning and reinforce text's organizational structure
- * edit writing for correct spelling, punctuation and usage
- * apply active and passive voice correctly
- * use correct and consistent verb tense
- * recognize and apply the patterns of parallelism
- * incorporate proper use of adjectives, adverbs, verbs, and pronouns
- * edit writing for correct use of modifying phrases and clauses

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 2 Students apply a range of skills and strategies in the writing process.

When writing students will:

| 9 | 10 | 11 | 12 |
|---|---|---|---|
| Benchmark 1 plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and audience. | | | |
| <ul style="list-style-type: none"> * consider purpose and audience * select topics that call for exploration and lead to cognitive connections * continue prewriting strategies for drafting (e.g., outline, semantic map/web, lists, graphics, brainstorming) | <ul style="list-style-type: none"> * select purpose and audience * select topics which encompass one or more perspectives or points of view * continue prewriting strategies for drafting (e.g., outline, semantic map/web, lists, graphics, brainstorming) | <ul style="list-style-type: none"> * select purpose and audience * select topics which encompass a variety of perspectives or points of view. * continue prewriting strategies for drafting (e.g., outline, semantic map/web, lists, graphics, brainstorming) | <ul style="list-style-type: none"> * select purpose and audience * select topics which encompass a variety of perspectives or points of view. * continue prewriting strategies for drafting (e.g., outline, semantic map/web, lists, graphics, brainstorming) |
| Benchmark 2 write one or more drafts that capture, explore, and organize ideas. | | | |
| <ul style="list-style-type: none"> * using the prewriting: <ul style="list-style-type: none"> •develop a draft •identify controlling idea •narrow or expand focus •organize | <ul style="list-style-type: none"> * using the prewriting: <ul style="list-style-type: none"> * develop a draft * identify a controlling idea * narrow or expand focus * organize | <ul style="list-style-type: none"> * using the prewriting: <ul style="list-style-type: none"> * develop a draft * identify a controlling idea * narrow or expand focus * organize | <ul style="list-style-type: none"> * using the prewriting: <ul style="list-style-type: none"> * develop a draft * identify a controlling idea * narrow or expand focus * organize |
| Benchmark 3 revise writing by seeking feedback from others and making appropriate changes to improve text. | | | |
| <ul style="list-style-type: none"> * conference with peers and/or teacher for feedback * revise using a rubric or editing checklist * revise content for clarity, organization, and development * recognize the difference between revising and editing | <ul style="list-style-type: none"> * conference with peers and/or teacher for feedback * revise using a rubric or editing checklist * revise content for clarity, organization, and development * recognize the difference between revising and editing | <ul style="list-style-type: none"> * conference with peers and/or teacher for feedback * revise using a rubric or editing checklist * revise content for clarity, organization, and development * recognize the difference between revising and editing | <ul style="list-style-type: none"> * conference with peers and/or teacher for feedback * revise using a rubric or editing checklist * revise content for clarity, organization, and development * recognize the difference between revising and editing |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 2

Students apply a range of skills and strategies in the writing process.

When writing students will:

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Benchmark 4 edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).

* edit draft to correct errors in conventions/mechanics with assistance of peers and/or teacher

* edit draft to correct errors in conventions/mechanics with assistance of peers and/or teacher

* self-edit draft to correct errors in conventions/mechanics

* self-edit draft to correct errors in conventions/mechanics

Benchmark 5 share/publish a legible final product.

* produce finished written products in suitable formats to share, present, or distribute

* produce finished written products in suitable formats to share, present, or distribute

* produce finished written products in suitable formats to share, present, or distribute

* produce finished written products in suitable formats to share, present, or distribute

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 3

Students evaluate and reflect on their growth as writers.

When writing students will:

| <i>9</i> | <i>10</i> | <i>11</i> | <i>12</i> |
|---|---|---|--|
| Benchmark 1 set goals and evaluate successes in their own and others' writing. | | | |
| <ul style="list-style-type: none"> * use a variety of strategies for self and peer evaluation (e.g., writing portfolio, rubric, writing inventory, reflective journal, conferencing) * continue to establish and evaluate short-term and long-term goals | <ul style="list-style-type: none"> * use a variety of strategies for self and peer evaluation (e.g., writing portfolio, rubric, writing inventory, reflective journal, conferencing) * reassess and refine goals | <ul style="list-style-type: none"> * use a variety of strategies for self and peer evaluation (e.g., writing portfolio, rubric, writing inventory, reflective journal, conferencing) * tailor goals toward post secondary objectives | <ul style="list-style-type: none"> * use a variety of strategies for self and peer evaluation (e.g., writing portfolio, rubric, writing inventory, reflective journal, conferencing) * tailor goals toward post secondary objectives |
| Benchmark 2 seek and use feedback from others and offer constructive criticism to others. | | | |
| <ul style="list-style-type: none"> * conference with peers and teacher for feedback on strengths and weaknesses * use a variety of strategies for self and peer evaluation to identify self improvement | <ul style="list-style-type: none"> * conference with peers and teacher for feedback on strengths and weaknesses * use a variety of strategies for self and peer evaluation to identify self improvement | <ul style="list-style-type: none"> * conference with peers, teachers and other readers for feedback on strengths and weaknesses * use a variety of strategies for self and peer evaluation to identify self improvement | <ul style="list-style-type: none"> * conference with peers, teachers and other readers for feedback on strengths and weaknesses * use a variety of strategies for self and peer evaluation to identify self improvement |
| Benchmark 3 analyze and evaluate strengths and weaknesses as a writer. | | | |
| <ul style="list-style-type: none"> * evaluate continuing personal growth as a writer * note successes and areas of concern (e.g., rubrics, conferences, reflective journal, writing folder, portfolio) * align self-assessment of strengths and weaknesses with results of district and/or classroom assessments | <ul style="list-style-type: none"> * evaluate continuing personal growth as a writer * note successes and areas of concern (e.g., rubrics, conferences, reflective journal, writing folder, portfolio) * align self-assessment of strengths and weaknesses with results of district and/or classroom assessments | <ul style="list-style-type: none"> * note successes and areas of concern (e.g., rubrics, conferences, reflective journal, writing folder, portfolio) * align self-assessment of strengths and weaknesses with results of standardized, district, and/or classroom assessments | <ul style="list-style-type: none"> * assess preparedness for post secondary goals. * note successes and areas of concern (e.g., rubrics, conferences, reflective journal, writing folder, portfolio) * align self-assessment of strengths and weaknesses with results of standardized, district, and/or classroom assessments |

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 4 Students write for a variety of purposes and audiences.

When writing students will:

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Benchmark 1 identify and articulate the purpose for their writing and write appropriately.

- * determine the reason for writing, (e.g., reflection, clarification, inquiry, problem solving, entertainment, information, and persuasion)demonstrating an understanding of topic and purpose
- * recognize stylistic approaches to writing

- * determine the reason for writing, (e.g., reflection, clarification, inquiry, problem solving, entertainment, information, and persuasion)demonstrating an understanding of topic and purpose
- * develop and use appropriate style in writing.

- * determine the reason for writing, (e.g., reflection, clarification, inquiry, problem solving, entertainment, information, and persuasion)demonstrating an understanding of topic and purpose
- * refine the use of appropriate style in writing.

- * determine the reason for writing, (e.g., reflection, clarification, inquiry, problem solving, entertainment, information, and persuasion)demonstrating an understanding of topic and purpose
- * evaluate and use appropriate style in writing.

Benchmark 2 choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.

- * recognize appropriate purpose and topic, including writing style, for various chosen audiences

- * develop and use appropriate purpose and topic, including writing style, for various chosen audiences

- * refine the use of appropriate purpose and topic, including writing style, for various chosen audiences

- * evaluate and use appropriate purpose and topic, including writing style, for various chosen audiences

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 4 Students write for a variety of purposes and audiences.

When writing students will:

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Benchmark 3 experience writing in various genre (e.g., expository and persuasive writing).

Compose eight major process pieces to include (but not limited to):

- * a variety of original poetry
- * personal narrative
- * original myth or myth-related writing
- * research based document (MLA citation format)
- * personal response to literature and/or media

Compose eight major process pieces to include (but not limited to):

- * timed writing
- * narrative writing
- * persuasive writing
- * interpretive response to literature and/or media
- * research paper (MLA citation format)

Compose eight major process pieces to include (but not limited to):

- * timed writing
- * persuasive writing
- * critical/analytical response to literature and/or media
- * comparison/contrast writing
- * research paper (MLA citation format)

Compose eight major process pieces to include (but not limited to):

- * timed writing
- * personal narrative
- * professional Career writing
- * exposition
- * critical/analytical response to literature and /or media
- * research paper (MLA citation format)

**** For further suggestions refer to department document.**

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 5 Students recognize the structures of various forms and apply these characteristics to their own writing.

When writing students will:

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Benchmark 1 identify, analyze and evaluate characteristics of different forms (e.g., multi-paragraph essays, persuasive, expository, argumentative).

- * identify the defining characteristics of a variety of writing forms
- * identify similarities and differences among writing forms

- * analyze the defining characteristics of a variety of writing forms
- * analyze similarities and differences among writing forms

- * evaluate the defining characteristics of a variety of writing forms
- * evaluate similarities and differences among writing forms

- * evaluate the defining characteristics of a variety of writing forms
- * evaluate similarities and differences among writing forms

Benchmark 2 write using characteristics of different forms.

- * model a variety of forms

- * compose in a variety of forms

- * compose in a variety of forms

- * experiment with a variety of forms

**** For further suggestions refer to department document.**

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 6

Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

When writing students will:

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Benchmark 1 pose questions or identify problems.

- * use a variety of strategies to pose questions requiring knowledge and comprehension
- * identify problems on a topic

- * use a variety of strategies to pose questions requiring comprehension and application
- * identify problems on a topic

- * use a variety of strategies to pose questions requiring application and synthesis
- * identify problems on a topic

- * use a variety of strategies to pose questions require synthesis and evaluation
- * identify problems on a topic

Benchmark 2 find, evaluate, and use a variety of technologies and information sources.

- * integrate current and emerging technologies and information sources to communicate
- * locate and use multiple and varied sources
- * continue to evaluate information for credibility, and timeliness
- * take notes/record information selecting the most appropriate and usable form
- * understand the appropriate use of direct quotations, paraphrasing, and summarizing, and their relationship to citing sources.

- * integrate current and emerging technologies and information sources to communicate
- * locate and use multiple and varied sources
- * continue to evaluate information for reliability, including accuracy, bias, and timeliness
- * take notes/record information selecting the most appropriate and usable form
- * understand the appropriate use of direct quotations, paraphrasing, and summarizing, and their relationship to citing sources.
- * identify primary and secondary sources.

- * integrate current and emerging technologies and information sources to communicate
- * locate and use specialized sources
- * continue to evaluate information for reliability, including accuracy, bias, and timeliness
- * refine notetaking/recording of information
- * understand the appropriate use of direct quotations, paraphrasing, and summarizing, and their relationship to citing sources.
- * integrate primary and secondary sources

- * integrate current and emerging technologies and information sources to communicate
- * locate and use specialized sources
- * continue to evaluate information for reliability, including accuracy, bias, and timeliness
- * refine notetaking/recording of information
- * understand the appropriate use of direct quotations, paraphrasing, and summarizing and their relationship to citing sources.
- * integrate primary and secondary sources.

MODEL IMPLEMENTATION TOOL – WRITING

K-12 Content and Performance Standards: A Framework for Student Learning

Significant Writing requires two major process pieces each quarter or a minimum of four such pieces a semester.

Writing Content Standard 6

Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

When writing students will:

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Benchmark 3 identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on their analysis and evaluation of the information.

- * select facts and details that could solve the problems or issue
- * decide what approach to take with the data (e.g., cause and effect and compare/contrast)
- * draw and defend conclusions

- * select facts and details that could solve the problems or issue
- * decide what approach to take with the data (e.g., cause and effect and compare/contrast)
- * draw and defend conclusions

- * select facts and details that could solve the problems or issue
- * decide what approach to take with the data (e.g., cause and effect and compare/contrast)
- * evaluate multiple points of view in order to draw conclusions
- * draw and defend conclusions

- * select facts and details that could solve the problems or issue
- * decide what approach to take with the data (e.g., cause and effect and compare/contrast)
- * evaluate multiple points of view in order to draw conclusions
- * draw and defend conclusions

Benchmark 4 share information in appropriate ways for intended audiences.

- * produce finished written products in suitable formats
- * provide written product or media presentation to share, present, distribute, or publish

- * produce finished written products in suitable formats
- * provide written product or media presentation to share, present, distribute, or publish

- * produce finished written products in suitable formats
- * provide written product or media presentation to share, present, distribute, or publish

- * produce finished written products in suitable formats
- * provide written product or media presentation to share, present, distribute, or publish