

Standards, Benchmarks and Grade Level Indicators

Loess Hills AEA 13 Writing Consensus

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

- Uses a variety of writing technologies, including pen and paper, as well as computers.
- Uses technology to share written work with others and to receive feedback. **(G)**

- Analyzes and adjusts sentence structure.

3.5 Publish

- Produces a legible, neat final product.
- Uses different technologies to produce a finished product. **(C, G)**
- Selects a variety of publishing options. **(C, MCGF)**

Eighth Grade

1.1 Develops concept and design (organization, ideas)

- Explores a variety of sources for topic. (C, MCGF)
- Uses prior knowledge for development of topic. (C, MCGF)
- Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis/main idea and leaves the reader with a sense of completion.
- Uses paragraph divisions and effective transitions.

1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)

- Uses appropriate level of language (i.e., informal, formal, technical, slang, dialect, etc.). (MCGF)
- Uses a variety of sentence lengths and structures.
- Uses original and compelling vocabulary.
- Uses figurative language to create appropriate imagery.
- Uses an appropriate and consistent point of view.

1.3 Applies writing conventions (conventions)

- Applies grade-level appropriate grammar, usage, punctuation, and capitalization.
- Demonstrates spelling skills.

2.1 Writes for different audiences

- Recognizes writing styles and content to match a variety of audiences.
- Writes appropriately for audiences (teachers, peers, self, and others).

2.2 Writes for different purposes

- To inform others.
- To compare/contrast.
- To respond to literature.
- To describe (use sensory images).
- To express himself/herself.
- To create art forms.
- To entertain.
- To record ideas or procedures.
- To organize and present information. (S, C)

2.3 Writes in a variety of forms

- Understands and uses appropriate strategies to generate various texts: narrative, persuasive, descriptive, poetic forms, electronic presentations, and expository (compare/contrast, dialogue, letters, essays, literary responses). (V, G, MCGF)
- Varies form and content to match audience and purpose.

3.1 Prewrite

- Uses available tools and/or technology for a variety of prewriting strategies (i.e., story mapping, webbing, listing, outlining, free-writing, brainstorming, and use published pieces). (G, V, C)
- Gathers information from a variety of sources (i.e., interviews, multimedia, periodicals, etc.). (NV, G, V, L, MCGF, C)
- Elaborates on an initial idea.

3.2 Draft

- Constructs the narrative or argument.
- Uses an organizational scheme, sensory words and/or figurative language, and varied sentence structure.

3.3 Revise

- Analyzes and clarify ideas and meaning.
- Confers with peers and/or others to improve text. (S, L, NV)
- Adds and deletes information as needed.
- Adjusts text, style, and word choice.
- Applies criteria generated by self and others.

3.4 Edit

- Identifies and uses a variety of resources to correct mechanics and grammar errors at appropriate developmental levels.
- Corrects some errors independently.
- Analyzes and adjusts sentence structure.

4.1 Analyzes and evaluates the effectiveness of written work

- Articulates the qualities that make a piece of writing effective. (S)
- Analyzes the works of effective writers to improve their own writing. (MCGF)
- Analyzes and understands implications and consequences of plagiarism.

4.2 Uses writing to learn strategies

- Chooses to use a strategy for essay questions.
- Chooses to use a variety of revision strategies (i.e., PQP, Rubrics, Revision triangle, etc.) to edit self and others' writings. (V)
- Understands and independently uses appropriate strategies to generate different types of text. (L)

4.3 Personal writing

- Establishes and applies own criteria to improve writing.
- Accepts and offers feedback with guidance on others' writing with regard to organization, style, and conventions. (S, L, NV, G)
- Uses personal experience, observations, prior knowledge, and research in written text.
- Writes for personal enjoyment (i.e., journals, short stories, poetry contest, letters).

Eighth Grade (CONTINUED)

- Uses a variety of writing technologies, including pen and paper, as well as computers.
- Uses technology to share written work with others and to receive feedback. **(G)**

3.5 Publish

- Produces a legible, neat final product.
- Uses different technologies to produce a finished product. **(C, G)**
- Selects a variety of publishing options. **(C, MCGF)**

Ninth Grade

1.1 Develops concept and design (organization, ideas)

- Define the main idea/thesis with details and compose a written piece with an introduction, body, and conclusion that experiments with point of view, various narrative techniques, personal experiences, observations, and prior knowledge with modeling and guidance. **(G)**

1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)

- Select varied transitions within and between paragraphs, select vocabulary that conveys voice/tone, effectively use literary devices, and correctly employ a variety of sentence structures and lengths with direct instruction and modeling. **(G, MCGF)**

1.3 Applies writing conventions (conventions)

- Understand and apply standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) with some modeling and prompting.

2.1 Writes for different audiences

- Define/describe the relationship between voice/tone and audience with guidance and modeling in a variety of forms. **(S, MCGF)**
- Apply voice/tone and diction effectively with regard to audience with guidance and modeling in a variety of forms.

2.2 Writes for different purposes

- Identify relationship between purpose, form, voice/tone, and diction. **(C)**
- Apply form, voice/tone, and diction for a variety of purposes with guidance and modeling.
- Write for a broad range of purposes (including eighth grade list) and to explain, reflect, and experiment with persuasion.

2.3 Writes in a variety of forms

- Use appropriate form for ninth grade writing purposes. **(G)**

3.1 Prewrite

- Determine and use appropriate pre-writing strategies (i.e., brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas. **(V, NV)**
- Select and apply, with guidance and modeling, a variety of pre-writing strategies to generate ideas as needed for different types of writing.

3.2 Draft

- Create a draft or drafts of writing.
- Organize pre-writing ideas into a draft or series of working drafts with modeling.

3.3 Revise

- Use feedback from readers and revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, checklist, and rubric review) to revise written work. **(L, NV)**
- Use feedback and revision strategies to revise written work with modeling and guidance.

3.4 Edit

- Exhibit understanding of standard English by proofreading and editing personal and peer-written work.
- Proofread and edit personal and peer-written work for conventions with guidance and modeling.

4.1 Analyzes and evaluates the effectiveness of written work

- Analyzes and evaluates the effectiveness of written work according to criteria (i.e., including identification and understanding of implications and consequences of plagiarism). **(C)**
- Identify quality standards and evaluate written work using rubrics, checklists, performance checklists, or other tools with guidance.

4.2 Uses writing to learn strategies

- Use journaling, reflective writing, graphic organizers, free writing, note-taking, and other write-to-learn strategies to improve content learning when prompted.

4.3 Personal writing

- Participate in periodic writing events (i.e., journaling, assigned writing, writing workshop, write-to-learn activities, journalism or club writing, etc.) with guidance and modeling.

Ninth Grade (CONTINUED)

3.5 Publish

- Complete written work within guidelines and time frames provided with guidance and modeling.
(C)

Tenth Grade

1.1 Develops concept and design (organization, ideas)

- Clearly define the main idea/thesis with details and compose a cohesive written piece with an introduction, appropriate body, and conclusion that employs with point of view, specific narrative techniques, and uses personal experiences, observations, and prior knowledge with modeling and guidance.

1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)

- Select varied transitions within and between paragraphs, select vocabulary that conveys voice/tone, effectively use literary devices, and correctly employ a variety of sentence structures and lengths with some direct instruction and modeling.

1.3 Applies writing conventions (conventions)

- Understand and apply standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments, and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) with some modeling and prompting.

2.1 Writes for different audiences

- Define/describe the relationship between voice/tone and audience with guidance and modeling in a variety of forms.
- Identify voice/tone in text with guidance and modeling in a variety of forms.
- Apply voice/tone and diction effectively with regard to audience with guidance and modeling in a variety of forms.

2.2 Writes for different purposes

- Identify relationship between purpose, form, voice/tone, and diction.
- Apply form, voice/tone, and diction for a variety of purposes with guidance and modeling.
- Write for a broad range of purposes (including eighth grade list) and to explain, reflect, experiment with persuasion, and convey employability (i.e., resume, cover letter, application, etc.).

2.3 Writes in a variety of forms

- Use appropriate form for tenth grade writing purposes.

3.1 Prewrite

- Determine and use appropriate pre-writing strategies (i.e., brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas appropriate for different types of writing when prompted.

3.2 Draft

- Create a draft or drafts of writing.
- Organize pre-writing ideas into a formatted draft or series of working drafts when prompted.

3.3 Revise

- Use feedback from readers and revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, checklist, and rubric review) to revise written work when prompted.

3.4 Edit

- Exhibit understanding of standard English by proofreading and editing personal and peer-written work.
- Proofread and edit personal and peer-written work for conventions when prompted.

3.5 Publish

- Complete written work within guidelines and timeframes provided when prompted.

4.1 Analyzes and evaluates the effectiveness of written work

- Use rubrics, checklists, performance checklists, or other tools to assess the quality of written work with guidance.

4.2 Uses writing to learn strategies

- Use journaling, reflective writing, graphic organizers, free writing, note-taking, and other write-to-learn strategies to improve content learning when prompted.

4.3 Personal writing

- Participate in periodic writing events (i.e., journaling, assigned writing, writing workshop, write-to-learn activities, journalism, or club writing, etc.) with occasional prompting and modeling.

Eleventh Grade

1.1 Develops concept and design (organization, ideas)

- Clearly define the main idea/thesis with specific details and compose a cohesive piece in a logical and effective sequence with some modeling and increasing independence.

1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)

- Select varied transitions within and between paragraphs, select vocabulary that conveys voice/tone, effectively use literary devices that are particular to the topic, easy to understand and appropriate, and correctly employ a variety of sentence structures and lengths with increasing independence.

1.3 Applies writing conventions (conventions)

- Understand and apply standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) with some prompting and increasing independence.

2.1 Writes for different audiences

- Define/describe the relationship between voice/tone and audience with limited guidance and modeling in a variety of forms.
- Identify voice/tone in text with relative independence in a variety of forms.
- Apply voice/tone and diction effectively with regard to audience with relative independence and modeling in a variety of forms.

2.2 Writes for different purposes

- Identify relationship between purpose, form, voice/tone, and diction with relative independence.
- Apply form, voice/tone, and diction for a variety of purposes with relative independence.
- Write for a broad range of purposes, including eighth grade list, and to explain, reflect, experiment with persuasion, convey employability (i.e., resume, cover letter, application, etc.), make inferences, analyze literature, and communicate research findings.

2.3 Writes in a variety of forms

- Use appropriate form for 11th grade writing purposes.

3.1 Prewrite

- Determine and use appropriate pre-writing strategies (i.e. brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas.
- Independently select and apply a variety of pre-writing strategies to generate ideas appropriate for different types of writing.

3.2 Draft

- Create a draft or drafts of writing.
- Organize pre-writing ideas into a draft or series of working drafts with increasing independence.

3.3 Revise

- Use feedback from readers and revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, and checklist and rubric review) to revise written work.

3.4 Edit

- Exhibit understanding of standard English by independently proofreading and editing personal and peer-written work.

3.5 Publish

- Complete written work within guidelines and time frames provided.
- Independently complete written work within guidelines and timeframes provided.

4.1 Analyzes and evaluates the effectiveness for written work

- Use rubrics, checklists, performance checklists, or other tools to assess the quality of written work independently.

4.2 Uses writing to learn strategies

- According to purpose, select and apply journaling, reflective writing, graphic organizers, free-writing, note-taking, and other write-to-learn strategies to enhance content learning when prompted.

4.3 Personal writing

- Participate in periodic writing events (journaling, assigned writing, writing workshop, write-to-learn activities, journalism or club writing, etc.) with increasing independence.

Twelfth Grade

1.1 Develops concept and design (organization, ideas)

- Clearly define the main idea/thesis with relevant details and compose an effective piece in a logical sequence that anticipates the readers' questions and relies on detailed insights on an independent level.

1.2 Uses style appropriate to the audience and purpose (voice, word choice, sentence fluency)

- Select varied transitions within and between paragraphs, select vocabulary that conveys author's tone and purpose effectively, effectively use literary devices that are appropriate to the topic, easy to understand and appropriate, and correctly employ a variety of sentence structures and lengths independently.

1.3 Applies writing conventions (conventions)

- Understand and apply standard rules of sentence formation (i.e., variety of sentence structures, avoids fragments and run-ons), grammar and usage (i.e., uses subject/verb agreement, correct pronoun/antecedent, correct forms of pronouns, correct verb tenses, appropriate parts of speech), and mechanics (i.e., capitalization, spelling, punctuation) independently.

2.1 Writes for different audiences

- Define/describe the relationship between voice/tone and audience in a variety of forms independently.
- Identify voice/tone in text in a variety of forms independently.
- Apply voice/tone and diction effectively with regard to audience with relative independence in a variety of forms.

2.2 Writes for different purposes

- Identify relationship between purpose, form, voice/tone, and diction independently.
- Apply form, voice/tone, and diction for a variety of purposes independently.
- Identify and respond in writing for specific purposes.

2.3 Writes in a variety of forms

- Use appropriate form for 12th grade writing purposes.

3.1 Prewrite

- Determine and use appropriate pre-writing strategies (i.e. brainstorming, webbing, listing, story mapping, outlining, gathering information from various sources) in order to generate ideas.
- Independently select and apply a variety of pre-writing strategies to generate ideas as needed for different types of writing.

3.2 Draft

- Create a draft or drafts of writing.
- Organize pre-writing ideas into a draft or series of working drafts independently.

3.3 Revise

- Use/seek feedback from various audiences and uses revision strategies (i.e., reading aloud, listening as work is read aloud, sentence combining, checklist and rubric review) to revise written work independently.

3.4 Edit

- Exhibit understanding of standard English by proofreading and editing personal and peer-written work.
- Independently proofread and edit personal and peer-written work for conventions.

4.1 Analyzes and evaluates the effectiveness of written work

- Use rubrics, checklists, performance checklists, or other tools to assess the quality of written work independently.

4.2 Uses writing to learn strategies

- According to purpose, select and apply journaling, reflective writing, graphic organizers, free-writing, note-taking, and other write-to-learn strategies to enhance content learning independently.

4.3 Personal writing

- Participate in periodic writing events (journaling, assigned writing, writing workshop, write-to-learn activities, journalism or club writing, etc.) independently.

Twelfth Grade (CONTINUED)

3.5 Publish

- Complete written work within guidelines and time frames provided.
- Independently complete written work within guidelines and timeframes provided.