

6-12 WRITING Standards/Benchmarks/Grade Level Expectation (GLE)

Updated 10/23/07

STANDARD 1: Uses the general skills and strategies of the writing process.			
Interval Benchmark 1: Applies more than one strategy for generating ideas and planning writing.		Interval Benchmark 1: Analyzes and selects an effective prewriting method from a variety of strategies to generate ideas and plan writing.	
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Activates background knowledge	a. Activates background knowledge	a. Activates background knowledge	a. Generates ideas, determines purpose, analyzes audience, researches background information, and selects from prewriting strategies
b. Generates a topic through brainstorming, graphic organizers, mindstreaming, connections to literature, and ABC charts.	b. Generates a topic through brainstorming, graphic organizers, mindstreaming, and connections to literature.	b. Generates a topic through brainstorming, graphic organizers, essential learning statements, mindstreaming, and connections to literature.	b. Generates a topic through logs, journals, think-pair-share, free writes, ABC charts, connections to literature, mindstreaming, and graphic organizers.
c. Creates topic sentence	c. Creates topic sentence	c. Chooses and applies a teacher-created thesis statement	c. Formulates a thesis and a divided/compound thesis
d. Uses multicultural literature and published pieces as models.	d. Uses multicultural literature and published pieces as models.	d. Uses multicultural literature and published pieces as models.	d. Uses multicultural literature and published pieces as models.
e. Transfer ideas from graphic organizers into outline template	e. Transfer ideas from graphic organizers into outline template	e. Transfers ideas from graphic organizers into outline template	e. Creates an outline
Interval Benchmark 2: Produces multiple draft/s.		Interval Benchmark 2: Analyzes task and composes multiple drafts when appropriate.	
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Writes multiple drafts of multiple paragraphs.	a. Analyzes task to determine if multiple drafts are needed.	a. Analyzes task to determine if multiple drafts are needed.	a. Analyzes task to determine if multiple drafts are needed.
b. Refers to prewriting plan	b. Refers to prewriting plan	b. Refers to prewriting plan	b. Refers to prewriting plan
c. Rereads text and continues drafting over time	c. Drafts according to audience, purpose, and time	c. Drafts according to audience, purpose, and time	c. Drafts according to audience, purpose, and time
d. Drafts by hand and/or electronically	d. Drafts by hand and/or electronically	d. Drafts by hand and/or electronically	d. Drafts by hand and/or electronically

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Interval Benchmark 3: Revises text, including changing words, sentences, paragraphs, and ideas.			
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Revises text (including word choice, paragraph structure, and organization)	a. Uses effective revision tools or strategies (e.g. reading draft out loud, checking sentence beginnings, expanding sentences, using an electronic or other thesaurus)	a. Selects and uses effective revision tools or strategies based on project (e.g., referring to prewriting, checking sentence beginnings, combining sentences, using “cut and paste” word processing functions).	a. Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, “find-and-replace” or “track changes” functions of word processing program).
b. Rereads work several times and has a different focus for each reading (e.g., first reading — adding transitions; second reading — deleting unnecessary details; third reading — identifying areas where evidence is lacking and adding relevant information).	b. Rereads work several times and has a different focus for each reading (e.g. first reading—changing words to improve clarity; second reading—substituting more effective persuasive language; third reading-adding specific examples to support claim)	b. Rereads work several times and has a different focus for each reading (e.g., first reading — looking for variety of sentence structure and length; second reading — checking for clarity and specific word choice; third reading — checking for layers of elaboration and persuasive language) in order to determine points for revision.	b. Rereads work several times and has a different focus for each reading (e.g., first reading — looking for the strength or effectiveness of an argument and organizational structure; second reading — considering appropriateness for audience and purpose; third reading — looking for clarity of persuasive language) in order to determine points for revision.
c. Seeks and considers feedback from adults and peers.	c. Seeks and considers feedback from a variety of sources (e.g. adults, peers, community members, response groups).	c. Seeks and considers feedback from a variety of sources (e.g., adults, peers, community members, response groups).	c. Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).
d. Records feedback from peer editing (e.g., records the first four words of each sentence to encourage variation of sentence beginnings).	d. Records feedback from peer editing (e.g. partner reads writer’s work aloud, and writer notes possible revision).	d. Records feedback from peer editing (e.g., partner reads writer’s work aloud, and writer notes possible revision).	d. Records feedback from peer editing.
e. Evaluates and uses feedback (e.g., “I’ll use the word <i>transformation</i> to improve my word choice.”).	e. Evaluates feedback and justifies the choice to use feedback (e.g. “I chose to change the word things because my group said it was confusing.”)	e. Evaluates and justifies the choice to use feedback in revisions (e.g. peer revision conference).	e. Evaluates and justifies the choice to use feedback in revisions or not (e.g., peer revision conference).
f. Uses multiple resources regularly to identify needed changes (e.g., writing guide, adult, peer, criteria and/or checklist, thesaurus).	f. Uses multiple resources regularly to identify needed changes (e.g. writing guide, checklist, criteria, adult, peer).	f. Uses multiple resources to improve text (e.g., writing guide, assignment criteria, peer, adult, electronic or other thesaurus)	f. Uses multiple resources to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary).

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Interval Benchmark 4: Applies understanding of editing appropriate for grade level (see 3.1)		Interval Benchmark 4: Edits for conventions (see 3.1)	
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Identifies and corrects errors in conventions.	a. Identifies and corrects errors in conventions.	a. Identifies and corrects errors in conventions.	a. Identifies and corrects errors in conventions.
b. Uses multiple resources regularly (e.g., dictionary, peer, adult, available technology, writing/style guide, textbook).	b. Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, conventions checklist, adult, peer).	b. Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).	b. Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).
c. Edits with a critical eye, often using an editing guide (e.g., conventions or format guidelines).	c. Edits with a critical eye, often using an editing guide (e.g., conventions or format guidelines).	c. Edits with a critical eye, often using an editing guide (e.g., conventions or format guidelines).	c. Edits with a critical eye, using an editing guide or self-initiated checklist or (e.g., editing symbols, paper submission guidelines).
d. Proofreads final draft for errors.	d. Proofreads final draft for errors.	d. Proofreads final draft for errors.	d. Proofreads final draft for errors.
Interval Benchmark 5: Publishes in more than one format for specific audiences and purposes.		Interval Benchmark 5: Publishes in formats that are appropriate for specific audiences and purposes.	
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectations 9-12
a. Selects from a variety of publishing options (e.g. trifold display, brochure, informational posters)	a. Selects from a variety of publishing options keeping in mind audience and purpose (e.g. school newspaper, bulletin board, contest)	a. Selects from a variety of publishing options keeping in mind audience and purpose (e.g. e-portfolio, newsletter, contest, school announcements, yearbook)	a. Selects from a variety of publishing options keeping in mind audience and purpose (e.g. website, literary magazine, blog, local newspaper)
b. Publishes using a range of graphics and illustrative material (e.g. photos, charts, graphs, diagrams, maps)	b. Publishes using a range of graphics and illustrative material (e.g. photos, charts, graphs, tables, diagrams, cartoons)	b. Publishes using a range of graphics and illustrative material (e.g. photos, charts, graphs, tables, diagrams, cartoons)	b. Publishes using a range of graphics and illustrative material (e.g. time lines, flow charts, political cartoons, diagrams)
c. Publishes material in appropriate form (e.g. slide show) and format (e.g. slide layout, color, font, keywords and phrases instead of whole sentences) for visual and dramatic presentations.	c. Publishes material in appropriate form (e.g. slide show, brochure, postcard) and format (e.g. colors, font, layout, keywords and phrases instead of sentences) for visual and dramatic presentations (e.g. readers' theater script)	c. Publishes material in appropriate form (e.g. multimedia presentation) and format (e.g. photos, graphs, text features)	c. Publishes material in appropriate form (e.g. films, multimedia demonstrations, culminating projects) and format (e.g. credit in film, font size, section breaks in longer document)
d. Uses different available technologies to produce a finished product (e.g. word processor spreadsheets, multimedia)	d. Uses different available technologies to produce, design, and publish a finished product (e.g. word processor, photo software, publishing software)	d. Uses available technological resources to produce, design, and publish a professional-looking final product (e.g., charts, overheads, word processor, photo software, presentation software, publishing software).	d. Publishes using visual and dramatic presentations (e.g. debate, mock election, monologue)

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			e. Uses a variety of available technological resources (e.g. charts overheads, word processor, photo software, presentation software) to produce, design, and publish a professional-looking final product.
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Interval Benchmark 6: Uses knowledge of time constraints to adjust writing process

Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Writes for both on-demand and extended writing projects.	a. Adjusts the number of drafts to compensate for time allotted (e.g., on-demand, in-class writing or multi-week projects).	a. Adapts time allotted for data gathering and number of drafts for shorter projects.	a. Adapts time allotted for data gathering and number of drafts for shorter projects.
b. Writes to meet a deadline.	b. Writes to meet a deadline.	b. Writes to meet a deadline.	b. Writes to meet a deadline.
c. Creates a management timeline, flow chart, or action plan for written projects (e.g., research paper).	c. Creates a management timeline for written projects (e.g., portfolios, research papers, papers).	c. Creates a management timeline/flow chart for multi-week written projects (e.g., portfolios, research papers, papers).	c. Creates a management timeline/ flow chart for written projects (e.g., Thirteenth-Year Plan, exit project, oral histories).
d. Adapts amount of time spent prewriting in response to on-demand prompt.	c. Adapts amount of time spent on prewriting in response to on-demand prompt.	d. Decreases time for prewriting, drafting, revising, and editing when writing on-demand, in-class pieces.	d. Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).
e. Adjusts the number of drafts to compensate for time allotted.	e. Increases time for prewriting, drafting, revising, and editing when working on longer written projects. (e.g., portfolios).	e. Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., research papers).	e. Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).

STANDARD 2: Writes in a variety of forms for different audiences and purposes.

Interval Benchmark 1: Adapts writing for a variety of audiences.

Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Identifies an intended audience.	a. Identifies an intended audience.	a. Identifies an intended audience.	a. Identifies an intended audience.
b. Identifies and includes information audience needs to know (e.g., defines scientific terms, makes no assumptions about audience's prior knowledge).	b. Identifies and includes information and uses appropriate language for a specific audience (e.g., defines technical or content-specific terms or jargon).	b. Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).	b. Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).
c. Identifies audience's interest and knowledge of topic to determine emphasis.	c. Identifies audience's interest and knowledge of topic to determine emphasis.	c. Respects the cultural backgrounds of potential audiences (e.g., through word choice, topics).	c. Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective).
d. Anticipates readers' questions and writes accordingly.	d. Anticipates readers' questions and writes accordingly.	d. Anticipates readers' questions and writes accordingly.	d. Anticipates and addresses readers' questions or arguments.
		e. Recognizes how a <i>particular</i> audience may interpret a text (e.g., by defining terms, using formal language).	e. Recognizes how a <i>particular</i> audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).

Note: Examples are intended to offer ideas and to clarify expectations.

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Interval Benchmark 2: Demonstrates understanding of different purposes for writing.

Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Writes for self-expression.	a. Writes for self-expression.	a. Writes for self-expression.	a. Writes for self-expression.
a. Writes to pursue a personal interest, to explain, or to persuade.	a. Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain for a specified audience (e.g., writes to persuade classmates about a position on required school uniforms, includes narratives/poetry in portfolio).	a. Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., writes to persuade community to build a skate park, includes narratives/poetry in portfolio).	a. Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., applies for a job, communicates research findings, conveys technical information).
c. Writes to analyze informational and literary texts (e.g. explains the results of a character's actions; explains the steps in a scientific investigation).	c. Writes to analyze informational and literary texts.	c. Writes to analyze informational and literary texts.	c. Writes to analyze informational and literary texts.
d. Writes to learn (e.g. science notebooks, math logs, reading response journal, reflection and self-assessment).	d. Writes to learn (double-entry journal in math, social studies, or science; letter to teacher assessing own work; reflection).	d. Writes to learn (e.g., KWL Plus; summary; double-entry journal in math, science, social studies).	d. Writes to learn (e.g., double-entry journal in math, science; portfolio selection defense).
e. Writes for more than one purpose using the same form (e.g. uses a poem to persuade, to tell a story, or to entertain).	e. Writes for more than one purpose using the same form (e.g., a script used to entertain, to persuade, or to inform).	e. Writes for more than one purpose using the same form (e.g., a newspaper article used to persuade, to entertain, or to inform).	e. Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs).
f. Includes more than one mode within a piece to address purpose (e.g. descriptive details or a narrative anecdote used as an example within an explanation).	f. Includes more than one mode within a piece to address purpose (e.g., narrative anecdote as an introduction to a persuasive piece of writing).	f. Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in expository research paper).	f. Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper).
		g. Writes to examine opposing perspectives (e.g., an argumentative paper examining how white settlement in the Pacific Northwest has had both <i>positive and negative</i> effects).	g. Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing).

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Interval Benchmark 3: Writes in a variety forms/genres.			
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
<p>a. Produces a variety of new forms/genres. Examples: ~ persuasive essays ~ narrative essays ~ biographies ~ literary analyses (e.g., explains about character or main idea) ~ research reports ~ business letters ~ lab reports ~ quatrains</p>	<p>a. Produces a variety of new forms/genres. Examples: ~ oral histories ~ fictional journal entries ~ film and drama reviews ~ compare/contrast essays ~ letters to the editor ~ brochures ~ web pages ~ ballads</p>	<p>a. Produces a variety of new forms/genres. Examples: ~ reflective journals ~ fictional stories (e.g., science fiction) ~ scripts (e.g., television, movie, radio) ~ essays/speeches (e.g., cause/effect, problem/solution) ~ application forms ~ minutes ~ debates ~ scientific reports ~ narrative poems</p>	<p>a. Produces a variety of new forms/genres. Examples ~ research papers ~ memoirs ~ mysteries ~ parodies ~ monologues ~ documentaries ~ cover letters ~ satires ~ essays (e.g., extended literary analyses) ~ editorials ~ proposals ~ résumés ~ blogs</p>
<p>b. Includes more than one form/genre in a single piece (e.g., a report about global issues that includes captions with pictures, charts/graphs, and a journal excerpt).</p>	<p>b. Integrates more than one form/genre in a single piece (e.g., a research paper about a local issue that includes caption with pictures, charts and graphs, and interviews).</p>	<p>b. Integrates more than one form/genre in a single piece (e.g., a narrative told using an explanation, a character sketch, a free verse poem, a dialogue, a newspaper article, a document, and a diary entry).</p>	<p>b. Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter).</p>
<p>Note: Forms are suggestions only. The list is not exhaustive nor are any forms repeated in later grades after being introduced. However, all students may continue to use appropriate forms/genres throughout all grades regardless of where a form is listed in the Grade Level Expectations.</p>			

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Interval Benchmark 4: Produces documents used in a career setting.			
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Collaborates with peers on long-term writing projects (e.g., social studies reports, science lab reports).	a. Collaborates with peers on long-term team writing projects (e.g., yearbook, literary magazine).	a. Collaborates with peers on long-term team writing projects (e.g. scientific investigation).	a. Collaborates with peers on long-term team writing projects (e.g. research paper for an exit project).
b. Writes in forms associated with specific tasks or careers (e.g., fund-raising receipts, student council applications, data collection forms).	b. Writes in forms associated with specific tasks or careers (e.g. class office résumé, persuasive letter requesting school funds).	b. Produces technical and nontechnical documents for career audiences (e.g., letters, applications, lab reports), taking into consideration technical formats (e.g., fonts, layout, style guides).	b. Writes technical and nontechnical documents for career audiences (proposal, résumé, abstract), taking into consideration technical formats (e.g., bullets, numbering, subheadings, blank space).
c. Selects and synthesizes information from technical and job-related documents for inclusion in writing (e.g., report that includes data/information derived from charts or graphs).	c. Selects and synthesizes information from technical documents for inclusion in writing (e.g. report that includes data/information derived from charts or graphs).	c. Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., lab report that includes data recorded on graphs).	c. Selects and synthesizes information from technical and career documents for inclusion in writing (e.g. High School and Beyond Plan that includes information summarized from on-line vocational source or other informational text).
			d. Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g. MLA, APA).

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STANDARD 3: Writes clearly and effectively.			
Interval Benchmark 1: Applies grammar, usage, and mechanics in writing appropriate to the grade level.		Interval Benchmark 1: Knows and applies writing conventions appropriate for the grade level.	
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Identifies parts of speech correctly in written compositions (e.g. pronouns, nouns, verbs, adjectives, adverbs, preposition, coordinating conjunctions, and interjections)	a. Identifies parts of speech correctly in written compositions (e.g. pronouns, nouns, verbs, adjectives, adverbs, preposition, coordinating conjunctions, and interjections)	a. Identifies parts of speech correctly in written compositions (e.g. pronouns, nouns, verbs, adjectives, adverbs, preposition, coordinating conjunctions, and interjections)	a. Identifies parts of speech correctly in written compositions (e.g. pronouns, nouns, verbs, adjectives, adverbs, preposition, coordinating conjunctions, and interjections)
b. Applies capitalization rules from previous grades. Uses conventions of capitalization in written compositions (e.g. titles of books, stories, poems, magazines, newspapers, songs, works of art; proper nouns as in team names, companies, schools and institutions, departments of government, religions, school subjects; proper adjectives as in nationalities and brand names of products).	b. Applies capitalization rules from previous grades. Uses resources to check capitalization	b. Applies capitalization rules from previous grades. Uses resources to check capitalization	b. Applies capitalization rules from previous grades. Uses resources to check capitalization
c. Applies punctuation rules from previous grades. Uses conventions of punctuation in written compositions (e.g. exclamation marks after exclamatory sentences and interjections; periods in decimals, dollars, and cents; commas with nouns of address and after mild interjections; quotation marks with poems, songs, and chapters; colon in business letter salutations; hyphens to divide words between syllables at the end of a line).	c. Applies punctuation rules from previous grades. Uses conventions of punctuation in written compositions (e.g. exclamation marks after exclamatory sentences and interjections; periods in decimals, dollars, and cents; commas with nouns of address and after mild interjections; commas to separate an interrupter: Lucy, however, was not willing to go; quotation marks with poems, songs, and chapters; colon in business letter salutations; semicolons to separate items in series that contain commas; hyphens to divide words between syllables at the end of a line).	c. Applies punctuation rules from previous grades. Uses conventions of punctuation in written compositions (e.g. exclamation marks after exclamatory sentences and interjections; periods in decimals, dollars, and cents; commas with nouns of address, after mild interjections, and with appositives; quotation marks with poems, songs, and chapters; colon in business letter salutations; hyphens to divide words between syllables at the end of a line; places commas and periods inside quotation marks).	c. Applies punctuation rules from previous grades. Uses punctuation rules from previous grades; uses commas to set off nonrestrictive clauses; uses brackets around editorial corrections; uses the dash to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech; uses appropriate punctuation when writing in other languages; uses resources to check punctuation)

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<p>d. Applies usage rules from previous grades.</p> <p>Uses correct pronoun-antecedent agreement. (e.g. Everyone needs his or her notes today.)</p> <p>Maintains consistent person/point of view.</p>	<p>d. Applies usage rules from previous grades.</p> <p>Uses adverbs v. adjectives correctly. (well v. good)</p> <p>Uses parallel construction when listing verbs. (e.g. The teacher read the work, provided an explanation, and gave an assignment.)</p>	<p>d. Applies usage rules from previous grades.</p> <p>Uses fewer v. less correctly.</p> <p>Uses parallel construction when listing items in a series</p>	<p>d. Applies usage rules from previous grades,</p> <p>Avoids dangling modifiers</p> <p>Uses commonly confused words correctly (who v. whom, that v. which, that v. who, either...or and neither...nor, accept v. except)</p> <p>Uses active voice except when passive voice is appropriate,</p> <p>Uses parallel construction in clauses,</p> <p>Uses resources to check usage</p>
<p>e. Uses conventions of spelling written compositions (e.g. spells high frequency, commonly misspelled words from appropriate grade-level list, uses a dictionary and other resources to spell words, uses common prefixes and suffixes as aids to spelling, applies rules for irregular structural changes)</p>	<p>e. Uses conventions of spelling written compositions (e.g. spells high frequency, commonly misspelled words from appropriate grade-level list, uses a dictionary and other resources to spell words, uses common prefixes and suffixes as aids to spelling, applies rules for irregular structural changes)</p>	<p>e. Uses conventions of spelling written compositions (e.g. spells high frequency, commonly misspelled words from appropriate grade-level list, uses a dictionary and other resources to spell words, uses common prefixes and suffixes as aids to spelling, applies rules for irregular structural changes)</p>	<p>e. Spells accurately in the final draft (applies spelling rules and patterns from previous grades, uses resources to correct own spelling)</p>
			<p>f. Applies paragraph conventions (uses paragraph conventions—block format, indentation, double spaced; uses textual markers—page numbers, space for pictures)</p>
			<p>g. Applies conventional forms for citations - MLA</p>

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Interval Benchmark 2: Uses an effective organizational structure.		Interval Benchmark 2: Analyzes and selects an effective organizational structure.	
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Writes unified, cohesive paragraphs (e.g., topic sentence with logically presented details; spatial order; chronological order).	a. Writes unified, cohesive paragraphs (e.g., supporting examples in order of importance, paragraph topic connected by transitions).	a. Writes unified, cohesive paragraphs (e.g., inverted pyramid: broad topic, narrowing focus, specific details).	a. Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure).
b. Composes an introductory paragraph using varying approaches (e.g., question, statistics/interesting facts, brief history).	b. Composes an engaging introduction (e.g., meaningful rhetorical question, interesting facts, relevant anecdote).	b. Composes a compelling introduction (e.g., startling statement, setting/description, quotation).	b. Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation).
c. Constructs an ending/conclusion that goes beyond a repetition of the introduction (e.g., a summary, an interesting fact, echo from the beginning of the piece).	c. Composes an ending/conclusion that is more than a repetition of the introduction (e.g., a re-connection to reader, a call for action, a statement of significance).	c. Composes an effective ending/conclusion that is more than a repetition of the introduction (e.g., response to a “so what” question, connection to bigger picture).	c. Selects from a variety of ending/conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).
d. Sequences ideas and uses transitions to link events, reasons, facts, and opinions (e.g., degree transitions, such as most important and least important, within and between paragraphs).	d. Uses transitions to show relationships among ideas (e.g., if ... then, cause/effect, either ... or, meanwhile).	d. Uses transitional words and phrases between paragraphs to show logical relationships among ideas (e.g., moreover ... , because of this issue ... , equally important ... , as opposed to ...).	d. Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ... , consequently ... , as a result ... , on the other hand ...).
e. Uses effective organizational patterns as determined by purpose: ~ explanations (e.g., cause and effect, point-by-point comparisons) ~ persuasion (e.g., least to most important arguments) ~ narratives (e.g., flashback) ~ poetry (e.g., stanzas/chorus)	e. Uses effective organizational patterns as determined by purpose: ~ explanations (e.g., cause and effect) ~ comparisons (e.g., point-by-point, similarities and then differences) ~ persuasion (e.g., least to most important arguments) ~ narratives (e.g., flashback, cliffhanger ending) ~ poetry (e.g., stanzas/chorus, repetition, rhythm, rhyme scheme, line breaks)	e. Selects and uses effective organizational patterns as determined by purpose: ~ explanations (e.g., process description) ~ comparison (e.g., all similarities grouped together and all differences grouped together) ~ persuasion (e.g., vary sequence of arguments) ~ narrative (e.g., problem-solution-outcome)	e. Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ... , possibly ... , therefore ...).

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		f. Emphasizes key ideas through appropriate use of text features (e.g., headings, charts, diagrams, graphs, bullets).	f. Selects and uses effective organizational patterns as determined by purpose: ~ varied placement of thesis for effect ~ persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together) ~ explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions) ~ narrative (e.g., story within a story)
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Interval Benchmark 3: Applies understanding that different audiences and purposes affect writer's voice.			Interval Benchmark 3: Analyzes audience and purposes and uses appropriate voice.
Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Writes with a clearly defined voice appropriate to audience.	a. Writes with a clearly defined voice appropriate to audience.	a. Writes with a clearly defined voice appropriate to audience.	a. Writes with a clearly defined voice appropriate to audience.
b. Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., informal vs. formal voice).	b. Writes in appropriate and consistent voice in narrative, informational, and persuasive writing.	b. Writes in an individual, informed voice in expository and persuasive writing.	b. Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.
c. Writes from more than one point of view or perspective (e.g., cultural perspective for a character's viewpoint in history or literature, third person for scientific reports, first or third person for persuasive writing).	c. Writes from more than one point of view or perspective (e.g., cultural perspective for a character's viewpoint in history or literature, third person for scientific reports, first or third person for persuasive writing).	c. Writes from more than one point of view or perspective (e.g., cultural perspective for a character's viewpoint in history or literature, first person for papers, first or third person for persuasive writing).	c. Selects appropriate point of view for technical writing and/or specific content areas (e.g., third-person point of view for science lab write-ups, first person for field journals, second person for how-to technical manuals).

6-12 WRITING Standards/Benchmarks/Grade Level Expectation (GLE)

Updated 10/23/07

Interval Benchmark 4: Analyzes and selects language appropriate for specific audiences and purposes.

Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Selects and uses precise language to fit the purpose and audience.	a. Selects and uses precise language to fit the purpose and audience.	a. Selects and uses precise language to fit the purpose and audience.	a. Selects and uses precise language to fit the purpose and audience.
b. Selects interesting and effective words from various sources.	b. Selects interesting and effective words from various sources.	b. Selects interesting and effective words from various sources.	b. Selects interesting and effective words from various sources.
c. Selects and uses literary devices when fitting to audience and purpose (e.g. simile, metaphor, personification).	c. Selects and uses literary devices when fitting to audience and purpose.	c. Selects and uses literary devices when fitting to audience and purpose (e.g., metaphor, symbols, analogies)..	c. Selects and uses literary devices when fitting to audience and purpose (e.g., extended metaphor, symbols, analogies).

Interval Benchmark 5: Uses a variety of sentences.

Interval Benchmark 5: Uses a variety of sentences consistent with audience, purpose, and form.

Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Writes a variety of sentence structures (e.g., uses phrases and clauses: “In the beginning, I liked ice cream. That summer, after working at the store, I didn’t want to eat ice cream again.”).	a. Writes a variety of sentence structures (e.g., uses appositive phrases).	a. Writes a variety of sentence structures (e.g., uses appositive phrases). Identifies and uses specific sentence structures (e.g. simple, compound, complex, compound-complex).	a. Writes a variety of sentence structures (e.g., participial phrases/clauses: Gripping the table, the student waited for the results.)
b. Writes a variety of sentence lengths and/or line lengths in poetry.	b. Writes a variety of sentence lengths and/or line lengths in poetry.	b. Writes a variety of sentence lengths and/or line lengths in poetry.	b. Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms.
	c. Uses a variety of line lengths and structures in poetry for effect (e.g., haiku, cinquain, limerick, pattern, acrostic).		c. Writes short sentences and phrases in technical writing.
			d. Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.

6-12 WRITING Standards/Benchmarks/Grade Level Expectation (GLE)

Updated 10/23/07

STANDARD 4: Analyzes and evaluates the effectiveness of written work.

Interval Benchmark 1: Analyzes and evaluates writing using established criteria.

Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Identifies aspects of the author’s craft (e.g., sentence variation, voice, word choice).	a. Identifies aspects of the author’s craft (e.g., point of view, purpose, bias).	a. Identifies aspects of the author’s craft (e.g., point of view, purpose, bias).	a. Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).
b. Identifies persuasive elements in a peer’s writing and critiques the effectiveness (e.g., firm position, statistics as support, persuasive word choice).	b. Identifies persuasive elements in a peer’s writing and critiques the effectiveness (e.g., audience appeal, concession and rebuttal, call to action).	b. Identifies persuasive elements in a peers’ writing and critiques the effectiveness (e.g., preponderance of evidence, rhetorical questions).	b. Identifies persuasive elements in a peer’s writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions).
c. Explains accuracy of content and vocabulary for specific curricular areas (e.g. why ancient peoples settled along the river; the need for a thimble, hem, and interface).	c. Explains accuracy of content and vocabulary for specific curricular areas (e.g. why ancient peoples settled along the river; the need for a thimble, hem, and interface).	c. Explains accuracy of content and vocabulary for specific curricular areas (e.g. math-specific words when justifying a strategy used during estimation involving integers).	c. Explains accuracy of content and vocabulary for specific curricular areas (e.g. accurate scientific terms regarding te effectiveness of the solution to the problem).

Interval Benchmark 2: Analyzes and evaluates own writing using established criteria.

Grade Level Expectation 6	Grade Level Expectation 7	Grade Level Expectation 8	Grade Level Expectation 9-12
a. Explains strengths and weaknesses of own writing using criteria (e.g., anchor papers, checklists, content scoring guides).	a. Explains strengths and weaknesses of own writing using criteria (e.g., classroom-created, or 6-trait rubrics; scoring guides specific to purpose or form of assignment).	a. Explains strengths and weaknesses of own writing using criteria (e.g., rubrics specific to purpose or form of assignment, WASL or 6-trait rubrics).	a. Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, 6-trait rubrics).
b. Rereads own work for the craft of writing (e.g., sentence openings, sentence variety) as well as the content (e.g., clear and accurate information).	b. Rereads own work for the craft of writing (e.g., point of view, figurative language) as well as the content (e.g., specific and relevant information).	b. Rereads own work for the craft of writing (e.g., logic, transitional phrases) as well as the content (e.g., selected, relevant supporting detail).	b. Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions).