

Writing Performance Standards (Grade Level Expectations) Kindergarten-Grade Two

Each PSGLE includes a bolded statement called the “stem.” Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The first row of each table includes a sentence that summarizes the performance standards (the performance standards state what students should know and be able to do at ages 5-7, 8-10, 11-14, and 15-18). The second row includes the complete performance standards for ages 5-7.

Note: Grade 3 PSGLEs are included in this draft document to show the progression from kindergarten to grade 3.

The student writes about a topic.			
W1.1 a. Write complete sentences with a subject and a predicate. E.A.1 b. Write a paragraph with a topic sentence and supporting details. E.A.2 c. Write short stories or compositions with a beginning, middle, and end. E.A. 4			
Kindergarten	Grade 1	Grade 2	Grade 3
The student writes about a topic by [K] 1.1.1 Writing to express personal ideas using drawings, symbols, letters, or words [K] 1.1.2 Dictating or writing words, phrases, or sentences related to a single topic	The student writes about a topic by [1] 1.1.1 Writing a complete sentence with a subject and a predicate [1] 1.1.2 Writing about a single topic using drawings and a minimum of three complete sentences [1] 1.1.3 Identifying and writing the beginning, middle, and end in a piece of writing	The student writes about a topic by [2] 1.1.1 Writing complete sentences with a subject and a predicate [2] 1.1.2 Writing and organizing thoughts into a topic sentence and two supporting sentences [2] 1.1.3 Writing a story or composition with a beginning, middle, and end [2] 1.1.4 Identifying paragraphs in a piece of writing	The student writes about a topic by [3] 1.1.1 Writing complete sentences with a subject and a predicate [3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details [3] 1.1.3 Writing a story or composition with a beginning, middle, and end (L)

The number or letter in brackets indicates the grade level.

The numbering indicates the performance standard and the Grade Level Expectation number, so PSGLE [2] 1.1.1 is Performance Standard 1.1, and the first PSGLE for that performance standard for grade 2.

**Writing Performance Standards
(Grade Level Expectations) Grades K-2**

The student writes about a topic.

- W1.1** a. Write complete sentences with a subject and a predicate. E.A.1
 b. Write a paragraph with a topic sentence and supporting details. E.A.2
 c. Write short stories or compositions with a beginning, middle, and end. E.A. 4

Kindergarten	Grade 1	Grade 2	Grade 3
<p>The student writes about a topic by</p> <p>[K] 1.1.1 Writing to express personal ideas using drawings, symbols, letters, or words</p> <p>[K] 1.1.2 Dictating or writing words, phrases, or sentences related to a single topic</p>	<p>The student writes about a topic by</p> <p>[1] 1.1.1 Writing a complete sentence with a subject and a predicate</p> <p>[1] 1.1.2 Writing about a single topic using drawings and a minimum of three complete sentences</p> <p>[1] 1.1.3 Identifying and writing the beginning, middle, and end in a piece of writing</p>	<p>The student writes about a topic by</p> <p>[2] 1.1.1 Writing complete sentences with a subject and a predicate</p> <p>[2] 1.1.2 Writing and organizing thoughts into a topic sentence and two supporting sentences</p> <p>[2] 1.1.3 Writing a story or composition with a beginning, middle, and end</p> <p>[2] 1.1.4 Identifying paragraphs in a piece of writing</p>	<p>The student writes about a topic by</p> <p>[3] 1.1.1 Writing complete sentences with a subject and a predicate</p> <p>[3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details</p> <p>[3] 1.1.3 Writing a story or composition with a beginning, middle, and end (L)</p>

**Writing Performance Standards
(Grade Level Expectations) Grades K-2**

Student writes for a variety of purposes and audiences.

W1.2 Write for a specific audience, including self, other children, parents, and other adults. E.A.4

Kindergarten	Grade 1	Grade 2	Grade 3
<p>The student writes for a variety of purposes and audiences by</p> <p>[K] 1.2.1 Writing to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[1] 1.2.1 Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists)</p> <p>[1] 1.2.2 Writing a variety of responses to text (e.g., response logs, journals)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[2] 1.2.1 Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries)</p> <p>[2] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry)</p>	<p>The student writes for a variety of purposes and audiences by</p> <p>[3] 1.2.1 Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (L)</p> <p>[3] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (L)</p>

Writing Performance Standards (Grade Level Expectations) Grades K-2

The student writes and edits using conventions of Standard English.

- W1.3** a. Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work. E.A.2
b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. E.A.5

Kindergarten	Grade 1	Grade 2	Grade 3
<p>The student writes and edits using conventions of Standard English by</p> <p>[K] 1.3.1 Writing first name with an initial capital and lowercase letters</p> <p>[K] 1.3.2 Writing and correcting formation of upper and lowercase letters</p> <p>[K] 1.3.3 Demonstrating an understanding of the correspondence between writing and spoken words (e.g., dictation, reading back written work, shared writing)</p> <p>[K] 1.3.4 Using correct spatial orientation of words on a page (i.e., left to right; top to bottom)</p> <p>[K] 1.3.5 Correcting mistakes in end punctuation and capitalization with support (e.g., shared and interactive writing)</p> <p>[K] 1.3.6 Approximating legible handwriting (i.e., correct spacing, letter formation, and pencil grip)</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[1] 1.3.1 Writing first name and last name with initial capitals and lowercase letters</p> <p>[1] 1.3.2 Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation)</p> <p>[1] 1.3.3 Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words)</p> <p>[1] 1.3.4 Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)</p> <p>[1] 1.3.5 Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support</p> <p>[1] 1.3.6 Producing legible handwriting with correct spacing, letter formation, and pencil grip</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[2] 1.3.1 Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)</p> <p>[2] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words)</p> <p>[2] 1.3.3 Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)</p> <p>[2] 1.3.4 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)</p> <p>[2] 1.3.5 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts</p>	<p>The student writes and edits using conventions of Standard English by</p> <p>[3] 1.3.1 Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)</p> <p>[3] 1.3.2 Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) (L)</p> <p>[3] 1.3.3 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)</p> <p>[3] 1.3.4 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts (L)</p>

**Writing Performance Standards
(Grade Level Expectations) Grades K-2**

The student revises writing.

- W1.4** a. Revise writing for detail and clarity. E.A.5
b. Provide appropriate feedback to peers about written work. E.A.8

Kindergarten	Grade 1	Grade 2	Grade 3
<p>The student revises writing by</p> <p>[K] 1.4.1 Verbally sharing clarifying or added details about pictures and writing with support</p> <p>[K] 1.4.2 Sharing own writing (e.g., stories, pictures, ideas) and responding appropriately to feedback from others (e.g., “Thank you,” “I like that part, too.”)</p>	<p>The student revises writing by</p> <p>[1] 1.4.1 Working with peers or teacher to rearrange and/or add supporting details to improve clarity</p> <p>[1] 1.4.2 Giving and/or receiving ideas and suggestions about writing and responding appropriately</p>	<p>The student revises writing by</p> <p>[2] 1.4.1 Rearranging and/or adding supporting details to improve clarity</p> <p>[2] 1.4.2 Giving/receiving appropriate feedback about written work</p>	<p>The student revises writing by</p> <p>[3] 1.4.1 Rearranging and/or adding supporting details to improve clarity</p> <p>[3] 1.4.2 Giving/receiving appropriate feedback about written work (L)</p>

**Writing Performance Standards
(Grade Level Expectations) Grades K-2**

The student documents sources.

W1.5 List titles and authors of books and other materials when used as references in written work. E.D.3

Kindergarten	Grade 1	Grade 2	Grade 3
<p>The student documents sources by</p> <p>[K] 1.5.1 Identifying sources of oral and written information (e.g., people, movies, books, etc.)</p>	<p>The student documents sources by</p> <p>[1] 1.5.1 Identifying sources of oral and written information (e.g., people, movies, books, maps, glossary, computer, etc.)</p>	<p>The student documents sources by</p> <p>[2] 1.5.1 Listing sources or authors and titles of books and other materials when used as references in written work with support</p>	<p>The student documents sources by</p> <p>[3] 1.5.1 Listing sources or authors and titles of books and other materials when used as references in written work (L)</p>

**Writing Performance Standards
(Grade Level Expectations) Grades K-2**

The student uses resources.

Kindergarten	Grade 1	Grade 2	Grade 3
No Grade Level Expectations at this grade level.	No Grade Level Expectations at this grade level.	No Grade Level Expectations at this grade level.	No Grade Level Expectations at this grade level.

Glossary

APA—American Psychological Association Style Manual

Audience—Those who read or hear what is written. Many qualities of writing must be appropriate to the audience: voice and tone, language, etc.

Coherence—The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.

Complex Sentences—Complex sentences have an independent clause and a dependent clause.

Conclusion—The conclusion gives the reader closure; it sums up the essay's points or provides a final viewpoint about the topic.

Controlling Idea—This is the main idea/focus that runs throughout the paper.

Elements of Fiction--Character, setting, plot, point of view, theme, and various kinds of symbolism and language are the structures and techniques used to create fiction.

Expository Writing—Expository writing is meant to inform the reader.

Expressive Language—Those areas of language in which the communicator is conveying, rather than receiving, observations, thoughts, and/or feelings.

Focus—The specific idea(s) within the topic that the writer is addressing. (For example, if the topic is “winter,” the focus might be: Winter provides many recreational opportunities in Alaska.)

Format vs. Form—Form refers to different types of writing (narrative, informational, etc.); format refers to the physical arrangement or presentation of information, such as the specific arrangement of publisher, author, and title when citing sources.

Functional Writing—Functional writing communicates and interprets information in a way that makes it useful for a reader.

Genre—A category of literary work, which refers to both form (e.g., poetry, drama, novel) and content (science fiction, tragedy).

Hook/Lead—An interesting or “catchy” way to begin a piece of writing, intended to motivate the reader to continue. Typically a hook/lead includes such things as: startling statistic, anecdote/scenario, moving from generalization to specific, or quotation/dialogue.

Images—Charts, graphs, pictures, etc.

Informational Writing—Informational writing conveys meaning or information. Informational writing uses format, illustrations, and graphics to support understanding of meaning.

Literary Devices—Techniques used in writing (particularly expressive writing) to create images (e.g., similes, metaphors, alliteration, assonance, personification, onomatopoeia).

MLA—Modern Language Association Style Manual

Multimedia—The combined use of media, such as video clips, music, lighting, CD-ROMs, and the Internet.

Narrative Writing—Writing that tells a story.

Organizational Structure—The internal structure of a piece of writing. Organizational structure can be based on comparison-contrast, chronology, point-by-point analysis, or many other patterns. When the organization is strong, the piece begins meaningfully and events proceed logically; information is given at the right times, transitions form strong connections, and the conclusion creates a sense of resolution.

Plot—The pattern of events in a narrative or drama.

Problem and Solution—The problem is the conflict in a story and the solution is the resolution.

Procedural Writing—Procedural writing explains how to complete tasks by providing specific directions and information.

Recount—A recount is a personal account of something that happened with an orientation to *who*, *where*, *when*, *what*, *why*. Events are given in time order.

Support—Assistance, including modeling or prompting, provided by a teacher or other adults