

AK + ASD Writing Performance Standards (Grade Level Expectations) For Grade 1

The first row of each table includes a heading that summarizes the performance standards, and the second row includes the complete performance standards. (Note that the header on each page lists the grades that are covered by each set of performance standards.)

The numbering indicates the performance standard and the Grade Level Expectation number, so GLE [5] 2.4.1 is Performance Standard 2.4, and the first GLE for that performance standard for grade 5.

The student revises writing		
<p>W1.1 a. Write complete sentence with subject and predicate b. Write a paragraph with a topic sentence and supporting details c. Write short stories or compositions with a beginning, middle, and end</p> <p>W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5 b. Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p>		
Grade K	Grade 1	Grade 2
<p>The proficient student</p> <ul style="list-style-type: none"> • [K] 1.4.1 Rearranges details to improve clarity (e.g., making chronological sequence clear) (AK) • [K] 1.4.2 Adds descriptive details (ASD) • [K] 1.4.3 Gives feedback about the written work of peers (L) 	<p>The proficient student</p> <ul style="list-style-type: none"> • [1] 2.4.1 Rearranges details to improve clarity <u>and logical progression of ideas</u> (e.g., making chronological sequence clear, <u>clarifying cause and effect</u>) • [1] 2.4.2 Adds details <u>to support main ideas</u> 	<p>The proficient student</p> <ul style="list-style-type: none"> • [2] 2.4.1 Rearranges details to improve clarity and logical progress of ideas (e.g., making chronological sequence clear, clarifying cause and effect)* • [2] 2.4.2 Adds details to support main ideas*

GLEs identified by the State of Alaska

GLEs identified by the Anchorage School District

Some GLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

The number in brackets indicates the grade level.

Differences between grade levels are underlined.

GLEs repeated with no changes across grade levels are marked with asterisks to indicate that the GLEs assumes an increasing level of writing skill applications to indicate the growth in the GLE, but all GLEs assume an increasing level of writing skill applications.

Grade Level Expectations are written for assessment purposes. The GLEs should be written in a way so that it is clear what is expected of classroom instruction and/or state assessment.

Criteria for GLEs

1. The set of GLEs for each grade level should be reasonable to learn within a school year and still allow for learning additional state and local expectations.
2. GLEs should promote coherent, focused, developmentally appropriate instructions, as opposed to isolated instruction just on topics, facts, or individual skills.
3. Concepts, skills, and knowledge should be differentiated between adjacent grade levels.
4. GLEs should be of similar levels of specificity.
5. GLEs should show a continuum of learning. Success in one grade should be a good predictor of success the next year.

The Performance Standards for writing have been organized into the following content strands.

For Grade 3

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 1.1 Write about a Topic	P.S. 1.3 Use a Variety of Simple Sentence Structures/Proofread	P.S. 1.4 Revise Writing/Provide Peer Feedback	P.S. 1.5 List sources	
P.S. 1.2 Writes for a Specific Audience				

For Grades 4-6

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 2.1 Writes Two Paragraphs on a Topic	P.S.2.3 Use a Variety of Sentences/Proofread	P.S. 2.4 Revise Writing/Provide Peer Feedback	P.S. 2.5 Give credit	P.S. 2.6 Use resources
P.S. 2.2 Uses a Variety of Forms				

Students know and are expected to do everything required by performance standards at earlier ages as well as new expectations listed for that grade level.

Performance Standards 1.1-1.11 apply to grade three.

Performance Standards 2.1-2.11 apply to grades four, five, and six.

Performance Standards 3.1-3.10 apply to grades seven and eight.

Performance Standards 4.1-4.9 apply to grade nine.

Performance Standards for Writing (with Grade Level Expectations)

The student writes about a topic			
<p>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</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. (AK)</p> <p>[1] 1.1.2 Writing about a single topic using drawings and a minimum of three complete sentences. (AK)</p> <p>[1] 1.1.3 Identifying and writing the beginning, middle, and end in a piece of writing. (AK)</p> <p>[1] 1.1.4 Drawing pictures and using letters and _____ phonetically spelled words (spelling of a word as if it were phonically regular, as det for debt and hav for have) to write about experiences. (ASD)</p> <p>[1] 1.1.5 Beginning to write short stories or _____ compositions having a main idea or conveying a sense of story. (ASD)</p> <p>[1] 1.1.6 Developing strategies to plan for writing, e.g. webbing, drawing, lists.* (ASD)</p>			

*Assumes an increasing level of writing skill applications

Student writes for a specific audience, including self, other children, parents, and other adults.			
<p>W1.2 Write for a specific audience, including self, other children, parents, and other adults. E.A.4</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) (AK)</p> <p>[1] 1.2.2 Writing a variety of responses to text (e.g., response logs, journals) (AK)</p> <p>[1] 1.2.3 Identifying the audience, topic, and/or purpose for writing experiences in the classroom (e.g. interactive and shared writing, journal writing, writing in <u>content areas</u>.)* (ASD)</p> <p>[1] 1.2.4 Writing using various formats appropriate for audience, topic, or purpose. (e.g. letters, journal entries, short reports.) (ASD)</p> <p>[1] 1.2.5 Beginning to use diagrams, charts, or illustrations with captions or labels to convey information.* (ASD)</p> <p>[1] 1.2.6 Using personal experiences, texts, and media, (i.e. encyclopedias, newspapers, Internet, films) <u>to gather information for research projects and as sources for writing ideas.</u>* (ASD)</p> <p>[1] 1.2.7 Beginning to determine the appropriateness of information for a research topic (ASD)</p>			

*Assumes an increasing level of writing skill applications

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

W1.3 b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. E.A.5

The student writes and edits using conventions of Standard English by

[1] **1.3.1** Writing first name and last name with initial capitals and lowercase letters **(AK)**

[1] **1.3.2** Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation) **(AK)**

[1] **1.3.3** Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words) **(AK)**

[1] **1.3.4** Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) **(AK)**

[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 **(AK)**

[1] **1.3.6** Producing legible handwriting with correct spacing, letter formation, and pencil grip **(AK)**

[1] **1.3.7** Demonstrating one-to-one correspondence between written and spoken words. ***(ASD)**

[1] **1.3.8** Beginning to use correct spelling for frequently used words (e.g. Frye, Dolch, Cunningham) and phonetically regular words (words that are spelled as they sound, e.g., hat and sit) in final copies. ***(ASD)**

[1] **1.3.9** Beginning to identify the student’s own spelling strengths and weaknesses and developing a set of strategies for improving spelling (environmental print, self-check, peer edit, personal dictionaries teacher questioning) **(ASD)**

[1] **1.3.10** Beginning to use available technology to convey information **(ASD)**

*Assumes an increasing level of writing skill applications

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

The student revises writing by

[1] **1.4.1** Working with peers or teacher to rearrange and/or add supporting details to improve clarity **(AK)**

[1] **1.4.2** Giving and/or receiving ideas and suggestions about writing and responding ***(AK)**

[1] **1.4.2.a** Discussing and responding appropriately about writing (e.g. stories, pictures, ideas, partner share, Author’s Chair, discussion while drafting.) **(ASD)**

[1] **1.4.3** Becoming aware of the qualities of good writing (conventions, fluency, ideas, organization, voice and word choice) when discussing reading and writing in the classroom. ***(ASD)**

*Assumes an increasing level of writing skill applications

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			
The student documents sources by			
[1] 1.5.1 Identifying sources of oral and written information (e.g., people, movies, books, <u>maps</u> , <u>glossary</u> , <u>computer</u> , etc.) (AK)			
The student uses resources.			
W2.6 Use resources such as computers, word processing software, dictionaries, and thesauruses to make choices when writing. E.A. 7			
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