

AK + ASD Writing Grade Level Expectations For Grade 9

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	Grade1	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) • [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*

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

GLEs identified by the Anchorage School District

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.

Grade Level Expectations

The student writes about a topic

W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1

W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1

Grade 9

The student writes about a topic by

[9] **4.1.1** Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

[9] **4.1.2** Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[9] **4.1.3** Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases

[9] **4.1.4** Writing a concluding paragraph that connects concluding elements to the introductory elements

*Assumes an increasing level of writing skill applications

Student writes for a variety of purposes and audiences.

W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4

W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4

Grade 9

The student writes for a variety of purposes and audiences by

[9] **4.2.1** Writing a narrative using elements of fiction to advance the plot (L)

[9] **4.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade

[9] **4.2.3** Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) * (L)

[9] **4.2.4** Using research-based information and/or analysis in research projects or extended reports*(L)

[9] **4.2.5** The student demonstrates creativity, makes connections, and analyzes by Responding to film, music, and art through writing or speaking

- Responding to literature through art and other non-text formats(ASD)

[9] **4.2.6** The student speaks clearly and fluently by

- Discussing literature in small and whole class groups
- Preparing and delivering a speech of introduction
- Preparing and delivering a persuasive speech
- Performing a dramatic reading of literature
- Responding orally to a text
- Reading a piece of writing aloud to the class

Speaking extempore in group discussion (ASD)

*Assumes an increasing level of writing skill applications

The student writes and edits using conventions of Standard English.

W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2

W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2

Grade 9

The student writes and edits using conventions of Standard English by

[9] **4.3.1** Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *

[9] **4.3.2** Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*

[9] **4.3.3** Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)

[9] **4.3.4** Applying rules of capitalization (e.g., titles and proper nouns)*

[9] **4.3.5** Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*

[9] **4.3.6** The student spells correctly by keeping a log of misspelled words to aid in self correction (**ASD**)

[9] **4.3.7** The student writes grammatically by

- Identifying the parts of speech: known, verb, adjective (article), adverb, conjunction, preposition, pronoun, interjection
- Identifying subjects and predicates, both simple and complete
- Demonstrating mastery of the four types of sentences: simple, compound complex, compound-complex (**ASD**)

*Assumes an increasing level of writing skill applications

The student revises writing.

W3.4 a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5

b. Form and explain own standards or judgments of quality writing. E.A.8

W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. E.A.5

Grade 9

The student revises writing by

[9] **4.4.1** Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

[9] **4.4.2** Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (**L**)

[9] **4.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*

[9] **4.4.4** Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*

[9] **4.4.5** Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[9] **4.4.6** Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (**L**)

[9] **4.4.7** The student uses a traits-based rubric to improve writing by

- Identifying and articulating the gradations of scoring
- Using a rubric to evaluate their own writing and the writing of peers and professionals

Employing a rubric as a tool during the writing process (**ASD**)

*Assumes an increasing level of writing skill applications

The student documents sources.

W3.5 List and document sources using a given format. E.D.3

W4.5 Cite sources of information using a standard method of documentation. E.D.3

Grade 9

The student documents sources by

[9] **4.5.1** Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (**L**)

*Assumes an increasing level of writing skill applications

The student uses resources.

W3.6 Compose and edit a composition with a word processing program. E.A.7

Grade 9

The student uses resources by

[9] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)
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[9] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[9] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)
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[9] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

[9] 4.6.5 The student utilizes technology to enhance learning by
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| <ul style="list-style-type: none"> • Evaluating internet sites for bias and reliability • Investigating available internet resources |
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Providing visual and/or audio aid for presentations (ASD)

*Assumes an increasing level of writing skill applications
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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.

- 14 - GLEs approved by the State Board of Education & Early Development March 16, 2004

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.