

Language Arts 5-7 Writing

Writing Processes Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. • Conduct background reading, interviews or surveys when appropriate. • State and develop a clear main idea for writing. 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. • Conduct background reading, interviews or surveys when appropriate. • Establish a thesis statement for informational writing or a plan for narrative writing. 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. • Conduct background reading, interviews or surveys when appropriate. • Establish a thesis statement for informational writing or a plan for narrative writing. 	A. Generate writing topics and establish a purpose appropriate for the audience.		
<ul style="list-style-type: none"> • Determine a purpose and audience. 	<ul style="list-style-type: none"> • Determine a purpose and audience. 	<ul style="list-style-type: none"> • Determine a purpose and audience. 	B. Determine audience and purpose for self-selected and assigned writing tasks.		
<ul style="list-style-type: none"> • Use organizational strategies to plan writing. 	<ul style="list-style-type: none"> • Use organizational strategies to plan writing. 	<ul style="list-style-type: none"> • Use organizational strategies to plan writing. 	C. Clarify ideas for writing assignments by using graphics or other organizers.		

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5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. • Vary simple, compound and complex sentence structures. • Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. • Vary language and style as appropriate to audience and purpose. • Use available technology to compose text. • Reread and assess writing for clarity, using a variety of methods. • Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. 	<ul style="list-style-type: none"> • Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. • Vary simple, compound and complex sentence structures. • Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. • Vary language and style as appropriate to audience and purpose. • Use available technology to compose text. • Reread and analyze clarity of writing. • Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. • Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. 	<ul style="list-style-type: none"> • Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. • Vary simple, compound and complex sentence structures. • Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. • Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. • Use available technology to compose text. • Reread and analyze clarity of writing. • Add and delete information and details to better elaborate on stated central idea and to more effectively accomplish purpose. • Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. 	<p>D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p>		

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5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Use resources and reference materials to select more effective vocabulary. 	<ul style="list-style-type: none"> Use resources and reference materials to select more effective vocabulary. 	<ul style="list-style-type: none"> Use resources and reference materials to select more effective vocabulary. 	E. Select more effective vocabulary when editing by using a variety of resources and reference materials.		
<ul style="list-style-type: none"> Proofread writing, edit to improve conventions and identify and correct fragments and run-ons. 	<ul style="list-style-type: none"> Proofread writing, edit to improve conventions and identify and correct fragments and run-ons. 	<ul style="list-style-type: none"> Proofread writing, edit to improve conventions and identify and correct fragments and run-ons. 	F. Edit to improve fluency, grammar and usage.		
<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	G. Apply tools to judge the quality of writing		
<ul style="list-style-type: none"> Prepare for publication writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product. 	<ul style="list-style-type: none"> Prepare for publication writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design and graphics to enhance the final product. 	<ul style="list-style-type: none"> Prepare for publication writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design and graphics to enhance the final product. 	H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.		

Language Arts 5-7 Writing

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing to audience and purpose.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting. 	<ul style="list-style-type: none"> Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting. 	<ul style="list-style-type: none"> Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting. 	A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.		
<ul style="list-style-type: none"> Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence. 	<ul style="list-style-type: none"> Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text. 	<ul style="list-style-type: none"> Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text. 	B. Write responses to literature that extend beyond the summary and support judgments through references to the text.		
<ul style="list-style-type: none"> Write letters that state the purpose, make requests or give compliments and use business letter format. 	<ul style="list-style-type: none"> Write letters that state the purpose, make requests or give compliments and use business letter format. 	<ul style="list-style-type: none"> Write business letters that are formatted to convey ideas, state problems, make requests or give compliments. 	C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.		

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5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas. 	<ul style="list-style-type: none"> Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context. 	<ul style="list-style-type: none"> Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context. 	D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.		
	<ul style="list-style-type: none"> Write persuasive essays that establish a clear position and include organized and relevant information to support ideas. 	<ul style="list-style-type: none"> Write persuasive essays that establish a clear position and include relevant information to support ideas. 	E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.		

Language Arts 5-7 Writing

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Spell high-frequency words correctly. • Spell contractions correctly. • Spell roots, suffixes and prefixes correctly. 	<ul style="list-style-type: none"> • Spell frequently misspelled and high-frequency words correctly. 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 	A. Use correct spelling conventions.		
<ul style="list-style-type: none"> • Use commas, end marks, apostrophes and quotation marks correctly. • Use correct capitalization. 	<ul style="list-style-type: none"> • Use commas, end marks, apostrophes and quotation marks correctly. • Use semicolons, colons, hyphens, dashes and brackets. • Use correct capitalization. 	<ul style="list-style-type: none"> • Conduct background reading, interviews or surveys when appropriate. • Establish a thesis statement for informational writing or a plan for narrative writing. • Determine a purpose and audience. 	B. Use conventions of punctuation and capitalization in written work		
<ul style="list-style-type: none"> • Use various parts of speech, such as nouns, pronouns and verbs. • Use prepositions and prepositional phrases. • Use adverbs. • Use objective and nominative case pronouns. • Use indefinite and relative pronouns. • Use conjunctions and interjections. 	<ul style="list-style-type: none"> • Use all eight parts of speech. • Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs. • Use nominative, objective, possessive, indefinite and relative pronouns. • Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases. 	<ul style="list-style-type: none"> • Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. • Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. • Vary simple, compound and complex sentence structures. • Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. 	C. Use grammatical structures to effectively communicate ideas in writing.		

Language Arts 5-7 Writing

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their finding.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information. 	<ul style="list-style-type: none"> Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information. 	<ul style="list-style-type: none"> Generate a topic assigned or personal interest, and open-ended questions for research and develop a plan for gathering information. 	A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.		
<ul style="list-style-type: none"> Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 	<ul style="list-style-type: none"> Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 	<ul style="list-style-type: none"> Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 	B. Locate and summarize important information from multiple sources.		
<ul style="list-style-type: none"> Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers). Compare and contrast important findings and select sources to support central ideas, concepts and themes. 	<ul style="list-style-type: none"> Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers). Compare and contrast important findings and select sources to support central ideas, concepts and themes. 	<ul style="list-style-type: none"> Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers). Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes. 	C. Organize information in a systematic way.		

Language Arts 5-7 Writing

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their finding.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Define plagiarism and acknowledge sources of information. 	<ul style="list-style-type: none"> Use quotations to support ideas. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited). 	<ul style="list-style-type: none"> Integrate quotations and citations into written text to maintain a flow of ideas. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited). 	D. Acknowledge quoted and paraphrased information and document sources used.		
<ul style="list-style-type: none"> Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. 	<ul style="list-style-type: none"> Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question. 	<ul style="list-style-type: none"> Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question. 	E. Communicate findings orally, visually and in writing or through multimedia.		

Language Arts 5-7 Writing

Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Demonstrate active listening strategies. • Interpret the main idea and draw conclusions from oral presentations and visual media. 	<ul style="list-style-type: none"> • Demonstrate active listening strategies. • Summarize the main idea and draw conclusions from presentations and visual media. 	<ul style="list-style-type: none"> • Demonstrate active listening strategies. • Draw logical inferences from presentations and visual media. 	A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.		
<ul style="list-style-type: none"> • Identify the speaker's purpose in presentations and visual media. • Discuss how facts and opinions are used to shape the opinions of listeners and viewers. 	<ul style="list-style-type: none"> • Interpret the speaker's purpose in presentation and visual media. • Identify the persuasive techniques used in presentations and media messages. 	<ul style="list-style-type: none"> • Interpret the speaker's purpose in presentations and visual media. • Identify and explain the persuasive techniques used in presentations and media messages. 	B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.		
<ul style="list-style-type: none"> • Demonstrate an understanding of the rules of the English language and select appropriate to purpose and audience. • Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas. • Adjust speaking content according to the needs of the situation, setting and audience. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. • Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas. • Adjust speaking content and style according to the needs of the situation, setting and audience. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. • Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. • Vary language choices as appropriate to the context of the speech. 	C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation		

Language Arts 5-7 Writing

Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate. ➤ use appropriate visual materials and available technology; and ➤ draw from several sources and identify sources used. 	<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ include an effective introduction and conclusion and use a consistent organizational structure; ➤ use appropriate visual materials and available technology; and ➤ draw from multiple sources and identify sources used. 	<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; ➤ include an effective introduction and conclusion and use a consistent organizational structure; ➤ use appropriate visual materials and available technology; and ➤ draw from multiple sources and identify sources used. 	D. Select an organizational structure appropriate to the topic, audience, setting and purpose.		
<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate. ➤ use appropriate visual materials and available technology; and ➤ draw from several sources and identify sources used. 	<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ include an effective introduction and conclusion and use a consistent organizational structure; ➤ use appropriate visual materials and available technology; and ➤ draw from multiple sources and identify sources used. 	<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ demonstrate an understanding of the topic and present events or ideas in a logical sequence; ➤ include an effective introduction and conclusion and use a consistent organizational structure; ➤ use appropriate visual materials and available technology; and ➤ draw from multiple sources and identify sources used. 	E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.		

Language Arts 5-7 Writing

Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

5	6	7	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish a clear position; ➤ include relevant evidence to support a position and to address potential concerns of listeners; and ➤ follow common organizational structures when appropriate 	<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish a clear position; ➤ include relevant evidence to support a position and to address potential concerns of listeners; and ➤ follow common organizational structures when appropriate 	<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. • Deliver persuasive presentations that: <ul style="list-style-type: none"> ➤ establish a clear position; ➤ include relevant evidence to support a position and to address counter-arguments; and ➤ consistently use common organizational structures as appropriate 	F. Give presentations using a variety of delivery methods, visual materials and technology.		