

K-12 Writing Benchmarks

By the end of the 3-4 program:

Writing Process	2009	
A. Generate ideas and determine a topic suitable for writing. http://www.readwritethink.org/lessons/lesson_view.asp?id=249	1	
B. Determine audience and purpose for self-selected and assigned writing tasks. http://www.readwritethink.org/lessons/lesson_view.asp?id=249	1	
C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments. http://www.readwritethink.org/lessons/lesson_view.asp?id=249		
D. Spend the necessary amount of time to revisit, rework and refine pieces of writing. http://english.unitecology.ac.nz/resources/units/create_char/home.html		
E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices. http://english.unitecology.ac.nz/resources/units/create_char/home.html		
F. Use a variety of resources and reference materials to select more effective vocabulary when editing. http://teacher.scholastic.com/writewit/biograph/		
G. Edit to improve sentence fluency, grammar and usage http://english.unitecology.ac.nz/resources/units/postcards/home.html		
H. Apply tools to judge the quality of writing. http://danenet.wicup.org/mmsd-it/lang_arts/sentence_fluency.pdf		
I. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. http://www.eduscapes.com/reading/bud/index.htm		

Notes:

K-12 Writing Benchmarks

By the end of the 3-4 program:

Writing Applications	2009	
A. Write narrative accounts that develop character, setting and plot. http://www.eduscapes.com/reading/bud/index.htm	1	
B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text. http://www.maslibraries.org/infolit/samplers/watsons.html	1	
C. Write formal and informal letters that include important details and follow correct letter format. http://english.unitecology.ac.nz/resources/units/postcards/home.html		
D. Write informational reports that include facts, details and examples that illustrate an important idea. http://www.readwritethink.org/lessons/lesson_view.asp?id=129		

K-12 Writing Benchmarks

Writing Conventions By the end of the 3-4 program:	2009	
A. Write legibly in finished drafts.		
B. Spell grade-appropriate words correctly.	5	
C. Use conventions of punctuation and capitalization in written work.		
D. Use grammatical structures to effectively communicate ideas in writing.	10	

K-12 Writing Benchmarks

By the end of the 3-4 program:

Research	2009	
A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.		
B. Select and summarize important information and sort key findings into categories about a topic.		
C. Create a list of sources used for oral, visual, written or multimedia reports.		
D. Communicate findings orally, visually and in writing or through multimedia.		

K-12 Writing Benchmarks

By the end of the 3-4 program:

Communications: Oral and Visual	2009	
A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration. http://commtechlab.msu.edu/sites/letsnet/noframes/subjects/la/b6u2.html		
B. Respond to presentations and media messages by stating the purpose and summarizing main ideas. http://www.readwritethink.org/lessons/lesson_view.asp?id=243		
C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose. http://www.readwritethink.org/lessons/lesson_view.asp?id=115		
D. Identify examples of facts and opinions and explain their differences. http://english.unitecology.ac.nz/resources/units/persuading/home.html		
E. Organize presentations to provide a beginning, middle and ending and include concrete details. http://www.readwritethink.org/lessons/lesson_view.asp?id=243		
F. Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus. http://www.readwritethink.org/lessons/lesson_view.asp?id=243		
G. Deliver a variety of presentations, using visual materials as appropriate. http://www.readwritethink.org/lessons/lesson_view.asp?id=140		

K-12 Writing Benchmarks

By the end of the 5-7 program:

Writing Process	7 th - 2007	7 th - 2009
A. Generate writing topics and establish a purpose appropriate for the audience.		2
B. Determine audience and purpose for self-selected and assigned writing tasks.		1
C. Clarify ideas for writing assignments by using graphics or other organizers.		
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.		4
E. Select more effective vocabulary when editing by using a variety of resources and reference materials.		2
F. Edit to improve fluency, grammar and usage.		
G. Apply tools to judge the quality of writing.		
H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.		1

Notes:

K-12 Writing Benchmarks

By the end of the 5-7 program:

Writing Applications	7th 2007	7th 2009
A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain		
B. Write responses to literature that extend beyond the summary and support judgments through references to the text.		
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.		
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.		1
E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.		1

K-12 Writing Benchmarks

Writing Conventions By the end of the 5 - 7 program:		
	7 th - 2007	7 th - 2009
A Use correct spelling conventions.		
B. Use conventions of punctuation and capitalization in written work.	2	2
C. Use grammatical structures to effectively communicate ideas in writing	4	3

K-12 Writing Benchmarks

By the end of the 5 - 7 program:

Research		
A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.		
B. Locate and summarize important information from multiple sources.		
C. Organize information in a systematic way.		
D. Acknowledge quoted and paraphrased information and document sources used.		
E. Communicate findings orally, visually and in writing or through multimedia.		

K-12 Writing Benchmarks

By the end of the 5 - 7 program:

Communications: Oral and Visual		
A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.		
B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.		
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.		
D. Select an organizational structure appropriate to the topic, audience, setting and purpose.		
E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.		
F. Give presentations using a variety of delivery methods, visual materials and technology.		

K-12 Writing Benchmarks

By the end of the 8-10 program:

Writing Process	2009	
A. Formulate writing ideas and identify a topic appropriate to the purpose and audience. http://www.cyberbee.com/viewpoints/	2	
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. http://english.unitecology.ac.nz/resources/units/writing_pub/home.html	2	
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. http://english.unitecology.ac.nz/resources/units/mockingbird/home.html	3	
D. Edit to improve sentence fluency, grammar and usage. http://english.unitecology.ac.nz/resources/units/paperprod/home.html	4	
E. Apply tools to judge the quality of writing. http://english.unitecology.ac.nz/resources/units/problem/home.html		
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics http://english.unitecology.ac.nz/resources/units/paperprod/home.html		

Notes:

K-12 Writing Benchmarks

By the end of the 8 -10 program:

Writing Applications	2009	
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. http://www.thematzats.com/radio/	1	
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. http://www.pbs.org/wgbh/masterpiece/americancollection/cora/tguide.html		
C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies. http://www.readwritethink.org/lessons/lesson_view.asp?id=245	1	
D. Use documented textual evidence to justify interpretations of literature or to support a research topic. http://learning.loc.gov/learn/lessons/98/brady/teacher.html		
E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. http://english.unitecology.ac.nz/resources/units/argument/home.html		

K-12 Writing Benchmarks

By the end of the 8-10 program:

Writing Conventions		
A. Use correct spelling conventions.		
B. Use correct punctuation and capitalization.		
C. Demonstrate understanding of the grammatical conventions of the English language.		

K-12 Writing Benchmarks

By the end of the 8-10 program:

Research		
A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.		
B. Evaluate the usefulness and credibility of data and sources.		
C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.		
D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.		
E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.		

K-12 Writing Benchmarks

By the end of the 8-10 program:

Communications: Oral and Visual		
A. Use a variety of strategies to enhance listening comprehension. http://www.thematzats.com/radio/		
B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. http://www.cyberbee.com/viewpoints/		
C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. http://www.readwritethink.org/lessons/lesson_view.asp?id=199		
D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. http://www.readwritethink.org/lessons/lesson_view.asp?id=28		
E. Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure. http://english.unitecology.ac.nz/resources/units/far/home.html		
F. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis. http://www.nytimes.com/learning/teachers/lessons/20040219thursday.html		
G. Give presentations using a variety of delivery methods, visual displays and technology. http://www.thematzats.com/radio/		