

Naches Valley School District - **Power Standards – Writing** - February 25, 2010

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Uses a Writing Process	Understands that writing can be planned and changed.	Produces and revises a draft in sentences; adds words and/or phrases to draft.	Writes simple four – six sentence paragraph using and applying the writing process.	Consistently uses the writing process using reference materials as part of the process.	Writes multiple paragraph expository and narrative papers with elaboration applying the writing process.
Uses Appropriate Conventions	Understands that there are conventions of writing.	- Is able to identify punctuation errors. - Writes a simple sentence using correct conventions for the sentence.	Writes in complete sentences using correct conventions (Capitals,; ending punctuation; apostrophe's)	Writes complete and cohesive paragraphs using appropriate conventions with a focus on noun-verb agreement.	Applies grade level appropriate conventions and grammar skills.
Audiences & Purposes	- Writes for different purposes (e.g. draws and writes to retell, inform, and /or entertain). - Recognizes that writing represents the spoken word.	- Knows that an audience exists outside of self. - Writes a simple legible sentence using grade level appropriate words.	Writes simple four – six sentence paragraph for a specific audience using grade level appropriate words.	Identifies and writes expository and narrative paragraphs using a variety of sentence beginnings.	Uses language appropriate for specific audience and purpose.
Clear and Effective	- Understands and applies directionality and spacing of letters. - Uses phonemes and letter knowledge in phonetic spelling of a variety of words. - Understands that writing is organized around one topic.	- Is able to identify spelling errors. - Consistently writes from left to right and top to bottom.	- Consistently prints legibly in writing paragraphs. - Correctly spells grade level appropriate words.	Consistently and correctly uses and spells grade level appropriate words.	- Consistently and correctly uses and spells grade level appropriate words. - Intentionally chooses specific language based on audience and purpose.
Analyzes Effectiveness	- Is able to choose their best work and the best work of others.	Is able to identify the quality of own and others' sentence writing.	- Is able to identify strengths in own and others' writing.	Explains strengths and weaknesses of own writing using criteria.	Identifies (highlights) important information in preparation for note taking.

	5th Grade	6th Grade	7th Grade	8th Grade	9th – 12th Grade
Uses a Writing Process	Uses multiple methods to brainstorm and organize information as part of the writing process.	Consistently and effectively uses all stages of the writing process to produce work in a variety of modes.	Consistently and effectively uses all stages of the writing process to produce work in a variety of modes.	Consistently and effectively uses all stages of the writing process to organize ideas and produce work in a variety of modes.	Consistently and effectively uses a planned process and all stages of the writing process to produce work in a variety of modes.
Uses Appropriate Conventions	Effectively and consistently uses standard English grammar and conventions in grade level appropriate writing tasks.	Effectively and consistently uses standard English grammar and conventions in grade level appropriate writing tasks.	Effectively and consistently uses standard English grammar and conventions in grade level appropriate writing tasks.	Effectively and consistently uses standard English grammar and conventions in grade level appropriate writing tasks.	Effectively and consistently uses standard English grammar and conventions in course-appropriate writing tasks.
Audiences & Purposes	<ul style="list-style-type: none"> - Consistently and correctly uses and spells grade level appropriate words. - Intentionally chooses specific language based on audience and purpose. 	<ul style="list-style-type: none"> - Consistently and correctly uses and spells grade level appropriate words. - Intentionally chooses specific language based on audience and purpose. 	<ul style="list-style-type: none"> - Consistently and correctly uses and spells grade level appropriate words. - Intentionally chooses specific language based on audience and purpose. 	<ul style="list-style-type: none"> - Consistently and correctly uses and spells grade level appropriate words. - Intentionally chooses specific language based on audience and purpose. 	Uses complex syntax, varied sentence structures, and appropriate voice based on audience and purpose.
Clear and Effective	<ul style="list-style-type: none"> - Write a clear and effective persuasive and expository paper. 	<ul style="list-style-type: none"> - Write a five paragraph essay with cohesive paragraphs using elaboration of ideas and information. 	<ul style="list-style-type: none"> - Writes clearly and effectively with special attention to creating a clear thesis statement. 	<ul style="list-style-type: none"> - Writes clear and effective essays with special attention to full elaboration of the thesis statement. 	Uses logical and purposeful organization strategies for writing in multiple modes.
Analyzes Effectiveness	Uses specific criteria to analyze and evaluate the effectiveness of own and others' grade level appropriate written work.	Uses specific criteria to analyze and evaluate the effectiveness of own and others' grade level appropriate written work.	Uses specific criteria to analyze and evaluate the effectiveness of own and others' grade level appropriate written work.	Uses specific criteria to analyze and evaluate the effectiveness of own and others' grade level appropriate written work.	Uses ongoing and recursive self-evaluation and goal setting to improve writing skills.