Strand: Writing

Key for Progression Chart

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill is introduced and appears in the grade-level reading standards. | I |
| The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. | P |

Progression Chart

| **Standard** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Differentiate pictures from writing. | I | P Grade 1 | P | P | P | P | P | P | P | P | P | P | P |
| Generate ideas. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Compose simple sentences. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Begin each sentence with a capital letter and use ending punctuation. | I | I | I | P | P | P | P | P | P | P | P | P | P |
| Identify audience and purpose. | - | I | I | I | I | P | P | P | P | P | P | P | P |
| Use prewriting activities. | - | I | I | I | I | I | I | P | P | P | P | P | P |
| Focus on one topic. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Organize writing to suit purpose. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Revise writing by adding description. | - | I | I | I | P | P | P | P | P | P | P | P | P |
| Write an opinion and give a reason. | - | I | I | I | I | P | P | P | P | P | P | P | P |
| Engage in the writing process. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Use strategies for organization according to writing type. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Organize writing to include a beginning, middle and end. | - | - | I | I | P | P | P | P | P | P | P | P | P |
| Write facts to support the main idea. | - | - | I | I | I | P | P | P | P | P | P | P | P |
| Revise writing for clarity. | - | - | I | I | I | I | P | P | P | P | P | P | P |
| Write a clear topic sentence focusing on main idea. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Elaborate by adding supporting details. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Use transition words for sentence variety. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Give fact based support for opinions. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Write a paragraph focusing on a main idea. | - | - | - | I | I | I | P | P | P | P | P | P | P |
| Select audience and purpose. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Narrow the topic. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Recognize different forms of writing have different patterns of organization. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Write related paragraphs on the same topic. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Utilize elements of style, including word choice and sentence variation. | - | - | - | - | I | I | I | P | P | P | P | P | P |
| Clearly state a position including reasons and evidence to persuade the intended audience. | - | - | - | - | - | I | I | I | P | P | P | P | P |
| Write multiparagraph compositions. | - | - | - | - | I | I | P | P | P | P | P | P | P |
| Use precise and descriptive vocabulary to create voice and tone. | - | - | - | - | - | I | I | P | P | P | P | P | P |
| Compose thesis statements for expository and persuasive writing. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Select vocabulary and information to enhance central idea, tone, and voice. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | - | - | - | - | - | - | I | I | I | P | P | P | P |
| Use transition words and phrases within and between paragraphs | - | - | - | - | - | - | - | I | I | I | I | P | P |
| Distinguish between fact and opinion to support a position. | - | - | - | - | - | - | - | I | I | P | P | P | P |
| Develop and modify the central idea, tone and voice to fit the audience and purpose. | - | - | - | - | - | - | - | I | I | I | P | P | P |
| Use clauses and phrases for sentence variety. | - | - | - | - | - | - | - | I | I | P | P | P | P |
| Clearly state and defend a position with reasons and evidence from credible sources. | - | - | - | - | - | - | - | I | I | I | I | P | P |
| Identify a counter-claim and provide a counter-argument. | - | - | - | - | - | - | - | - | I | I | I | P | P |
| Blend multiple forms of writing including embedding a narrative. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Use textual evidence to compare and contrast multiple texts. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Arrange paragraphs in a logical progression using transitions between paragraphs and ideas. | - | - | - | - | - | - | - | - | - | I | I | P | P |
| Adjust writing content, technique, and voice for a variety of audiences and purposes. | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.- | - | - | - | - | - | - | - | - | - | - | I | P | P |
| Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. | - | - | - | - | - | - | - | - | - | - | I | I | I |
| Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. | - | - | - | - | - | - | - | - | - | - | - | I | I |
| Use a variety of rhetorical strategies to accomplish a specific purpose. | - | - | - | - | - | - | - | - | - | - | - | - | I |
| Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented. | - | - | - | - | - | - | - | - | - | - | - | - | I |
| Write to clearly describe personal qualifications for potential occupational or educational opportunities. | - | - | - | - | - | - | - | - | - | - | - | - | I |