# Virginia Department of Education Writing Progression by Grade

## Key for Progression Charts

| **Standard Introduction Level** | **Symbol** |
| --- | --- |
| The skill has not been introduced. | - |
| The skill appears in the grade-level standards. | **A** |
| The skill grows in complexity of text and/or application in the grade level standards. Students should be knowledgeable about the skill from previous instruction. | **G** |
| The skill is subsumed by another grade level standard. | **\*** |
| Explicit instruction in this skill is no longer applicable at this grade level. |  |

Teachers should reference Virginia’s Approach to Text Complexity located in the appendix of the 2024 *English Standards of Learning* for guidance in selecting relevant texts. The 2024 *English Standards of Learning* reflect grade level expectations for instruction.

## Modes and Purposes for Writing Progression Chart

| Modes and Purposes for Writing Standards | **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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose. | - | - | - | **A** | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end). | **A** | **G** | **\*** | **\*** | **\*** | **\*** | \* | \* | **\*** | **\*** | **\*** | **\*** | **\*** |
| Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters. | - | **A** | **G** | \* | **\*** | **\*** | \* | \* | \* | \* | **\*** | **\*** | **\*** |
| Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence. | - | - | **A** | **G** | **G** | **\*** | \* | \* | \* | \* | \* | \* | **\*** |
| Write personal or fictional narratives that organize event sequences that unfold naturally. | - | - | - | **A** | **G** | **G** | \* | \* | \* | \* | \* | \* | **\*** |
| Write personal or fictional narratives that are logically organized around a central problem or experience. | - | - | - | - | **A** | **G** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s). | - | - | - | - | - | **A** | **G** | **\*** | **\*** | \* | **\*** | **\*** | **\*** |
| Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s). | - | - | - | - | - | - | **A** | **G** | **\*** | \* | \* | **\*** | **\*** |
| Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another. | - | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | **\*** |
| Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details. | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic. | - | **A** | **G** | \* | **\*** | **\*** | **\*** | \* | \* | **\*** | **\*** | **\*** | **\*** |
| Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples. | - | - | **A** | **G** | **G** | **\*** | **\*** | \* | \* | \* | \* | **\*** | **\*** |
| Write informative/explanatory texts to examine a topic that develops the topic with facts and details. | - | - | - | **A** | **G** | \* | **\*** | \* | \* | \* | \* | \* | **\*** |
| Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas. | - | - | - | - | **A** | **G** | **\*** | \* | \* | \* | \* | \* | **\*** |
| Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically. | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | **\*** |
| Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion. | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas. | - | - | - | - | - | - | - | **A** | **G** | \* | **\*** | **\*** | **\*** |
| Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Use a combination of drawing, dictating, and writing to write in response to texts heard. | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text. | - | **A** | **G** | **\*** | **\*** | \* | \* | \* | **\*** | **\*** | **\*** | **\*** | **\*** |
| Write in response to text(s) read or heard to share thinking with a couple supporting details from the text. | - | - | **A** | **G** | **\*** | \* | \* | \* | \* | \* | **\*** | **\*** | **\*** |
| Write in response to text(s) read or heard to share thinking using supporting details from the text. | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Write in response to text(s) read (including summaries, reflections and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas. | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped. | - | - | - | - | - | **A** | **G** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s). | - | - | - | - | - | - | **A** | **A** | **A** | **G** | **G** | **G** | **G** |
| Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position. | - | - | - | - | - | - | - | - | - | **A** | **A** | **G** | **G** |
| Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion. | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Write opinion pieces on topics or texts that support a point of view with reasons. | - | - | **A** | **G** | **G** | \* | \* | \* | **\*** | **\*** | **\*** | **\*** | **\*** |
| Write opinion pieces on topics or texts, supporting a point of view with facts and reasons. | - | - |  | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Write persuasive pieces on topics or texts that express a clear opinion supported by facts, details, and reasons. | - | - |  |  | **A** | **G** | **G** | \* | \* | **\*** | **\*** | **\*** | **\*** |
| Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information. | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** | **\*** |
| Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped. | - | - | - | - | - | - | **A** | **G** | **G** | **\*** | **\*** | **\*** | **\*** |
| Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped. | - | - | - | - | - | - | - | **A** | **G** | **G** | \* | **\*** | **\*** |
| Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made. | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** | **G** |
| Write extended pieces that introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows | - | - | - | - | - | - | - | - | - | **A** | **A** | **A** | **A** |
| Write extended pieces that adopt an organizational structure that clarifies relationships among ideas and concepts | - | - | - | - | - | - | - | - | - | A | **A** | **A** | **A** |
| Write extended pieces that provide a concluding section that follows from the information or explanation presented. | - | - | - | - | - | - | - | - | - | A | A | **A** | **A** |
| Write extended pieces that provide a concluding section that follows from the information or explanation presented. | - | - | - | - | - | - | - | - | - | A | A | A | **A** |
| Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). | - | - | - | - | - | - | - | - | - | **A** | **A** | **G** | **G** |
| Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.) in extended pieces of text(s). | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Write arguments that develop a thesis that demonstrates knowledgeable judgements. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Write arguments that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s). | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Write arguments that address and refute counterclaims in argument writing. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Write arguments that provide conclusions that follow from and support the argument presented in argument writing. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Write analyses that develop a thesis that demonstrates knowledgeable judgments. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Write analyses that interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer’s position or assertion. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Write analyses that examine and evaluate processes and/or problems to propose solutions. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Write analyses that  organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts in extended pieces of text(s). | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Write technical pieces that describe personal qualifications for potential occupational or educational opportunities. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Write technical pieces that create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |

## Organization and Composition Progression Chart

| Organization and Composition Standards | **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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc). | **A** | **G** | **\*** | \* | \* | \* | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic. | **A** | **G** | **\*** | \* | \* | \* | \* | \* | \* | **\*** | **\*** | **\*** | **\*** |
| With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.). | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives. | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Engage in writing as a process to plan writing based on purpose and genre. | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Writing a clear topic sentence focusing on the main idea. | - | - | **A** | **G** | \* | \* | \* | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Identifying the audience and purpose of the writing. | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | **\*** | **\*** | **\*** |
| Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre. | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Providing a concluding statement or section. | - | - | **A** | **G** | **\*** | \* | \* | \* | **\*** | **\*** | **\*** | **\*** | **\*** |
| Engage in writing as a process to compose a well-developed paragraph. | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | **\*** | **\*** | **\*** |
| Writing a clear topic sentence focusing on a main idea. | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre. | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Elaborating writing by including supporting details. | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Using transition words to vary sentence structure. | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Providing a concluding statement. | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | \* | **\*** |
| Engage in writing as a process to compose well-developed paragraphs | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Providing an introduction that includes a clear topic sentence that connects to the central idea. | - | - | - | - | **A** | **G** | \* | \* | **\*** | **\*** | **\*** | **\*** | **\*** |
| Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language. | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** | **\*** | **\*** |
| Using transition words and prepositional phrases to vary sentence structure and link sentences. | - | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | **\*** |
| Providing a concluding statement or section. | - | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | \* | **\*** |
| Engage in writing as a process to compose well-developed paragraphs. | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing | - | - | - | - | - | **A** | **G** | \* | \* | **\*** | **\*** | **\*** | **\*** |
| Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice. | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** | **\*** |
| Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another. | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | **\*** |
| Providing a concluding statement or section. | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | \* | **\*** |
| Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Composing a thesis statement that focuses the topic and introduces the piece clearly. | - | - | - | - | - | - | **A** | **G** | \* | \* | **\*** | **\*** | **\*** |
| Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic. | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | **\*** | **\*** |
| Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples. | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** |
| Using transitions to show relationships between ideas, signal a shift or change in the writer’s thoughts, and make sentences clearer. | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** |
| Selecting vocabulary and information to enhance the central idea, tone, and voice | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** |
| Expanding and embedding ideas to create sentence variety. | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** |
| Providing a concluding statement or section. | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | \* | **\*** |
| Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Composing a thesis statement that states a position or explains the purpose. | - | - | - | - | - | - | - | **A** | **G** | \* | **\*** | **\*** | **\*** |
| Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic. | - | - | - | - | - | - | - | **A** | **G** | \* | \* | **\*** | **\*** |
| Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples). | - | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | **\*** |
| Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts. | - | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | **\*** |
| Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. | - | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | **\*** |
| Expanding and embedding ideas to create sentence variety. | - | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | **\*** |
| Providing a concluding statement or section. | - | - | - | - | - | - | - | **A** | **G** | \* | \* | \* | **\*** |
| Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Composing a thesis statement that states a position or explains the purpose. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Expanding and embedding ideas to create sentence variety. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Providing a concluding statement or section. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Composing a thesis statement that clearly communicates the writer’s position or assertion. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Identifying and addressing counterarguments and providing a rebuttal where appropriate. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Composing a thesis statement that clearly communicates the writer’s position or assertion. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Defending a position using sufficient reasons with evidence from credible sources as support. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Using transitions effectively to connect ideas within and across paragraphs. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Elaborating ideas clearly through intentional word choice and varied sentence structure. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Composing a thesis statement that clearly communicates the writer’s position or assertion. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Effectively contextualizing evidence from sources with proper introduction and thorough explanation. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Applying varied transitions and sentence structures to connect ideas within and across paragraphs. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Elaborating ideas clearly through purposeful and precise word choice. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Composing a thesis statement that clearly communicates the writer’s position or assertion. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice. |  |  |  |  |  |  |  |  |  |  |  |  | **A** |

## Usage and Mechanics Progression Chart

| Usage and Mechanics Standards | **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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations). | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations). | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations). | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). |  |  |  |  | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice. | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations). | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** | **\*** |
| Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). | - | - | - | - | - | - | - | - | **A** | **G** | **\*** | **\*** | **\*** |
| Revise writing for clarity of content, accuracy, and adequate elaboration. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** | **G** |
| Revise writing for clarity of content, accuracy, and adequate elaboration. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). | - | - | - | - | - | - | - | - | - | - | **A** | **G** | **G** |
| Revise writing for clarity of content, accuracy, and depth of information. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Differentiate and apply active and passive voice to convey a desired effect in speaking and writing. | - | - | - | - | - | - | - | - | - | - | - | **A** | **G** |
| Revise writing for clarity of content, accuracy, and depth of information. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations) | - | - | - | - | - | - | - | - | - | - | - | - | **A** |
| Write and revise to a standard acceptable both in the workplace and in postsecondary education. | - | - | - | - | - | - | - | - | - | - | - | - | **A** |