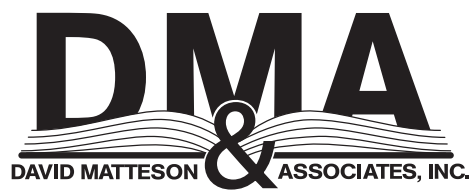


Writing Benchmarks

PreK - 8th Grade



Prekindergarten Quarterly Writing Benchmarks

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First Quarter		
Process— The student...	Surface Features— The picture...	Content— The oral story...
thinks about story after drawing a picture.	is becoming recognizable.	may only be one or two words or a short phrase.
S/he points to parts of the picture when asked about story.	It incorporates a character,	
	some details and...	
	labeling by teacher.	
Narrative		

Second Quarter		
Process— The student...	Surface Features— The picture...	Content— The oral story...
begins to talk about story before drawing.	is becoming more developed and is recognizable.	may sound like a list of things—First I did this. Then I did that.
S/he can draw circles, squares and/or rectangles to draw pictures and...	It includes a character and...	
willingly adds detail(s) to the picture when asked.	a setting or significant event.	
Narrative		

Prekindergarten Quarterly Writing Benchmarks

Page 2 of 2

Third Quarter		
Process— The student...	Surface Features— The picture...	Content— The oral story...
knows the story before drawing.	incorporates a character,	contains most of the important details and...
S/he can articulate what will be in picture before drawing and...	a setting, and...	sounds more like a story with support from the teacher.
draws recognizable pictures.	an action or a significant event.	
S/he willingly adds detail that's important to the story.	It contains speech bubbles, thought bubbles. and/or sounds by the student.	
Narrative		

Fourth Quarter		
Process— The student...	Surface Features— The picture...	Content— The oral story...
knows the story before drawing.	incorporates a character,	contains all important details as well as...
S/he can articulate what will be in picture before drawing and...	a setting,	some description.
willingly adds detail that's important to the story.	an action or a significant event, and...	It sounds like the student is telling a story with...
S/he is adept at using all basic shapes to draw pictures.	“writing” by the student as labels, speech bubbles, thought bubbles. and/or sounds.	a beginning, middle, and end.
	It also has “writing” underneath.	
Narrative		

Kindergarten Quarterly Writing Benchmarks

Page 1 of 2

First Quarter		
Process— The student...	Surface Features— The picture...	Content— Orally, the story...
knows the story before drawing. (W.K.3)	incorporates a character, (W.K.3)	contains all important details as well as... (SL.K.4) (SL.K.6)
S/he can articulate what will be in the picture before drawing and... (SL.K.4) (SL.K.6)	a setting, (W.K.3)	some description. (SL.K.4) (SL.K.6)
willingly adds detail important to the story. (W.K.5)	an action or a significant event with “writing” as... (W.K.3)	It sounds like a story with... (SL.K.4) (SL.K.6)
S/he is adept at using all basic shapes to draw pictures. (W.K.3)	labels, speech bubbles, thought bubbles, and/or noises. (W.K.3)	a beginning, middle, and end. (SL.K.4) (SL.K.6)
	It also has “writing” underneath. (W.K.3)	
Narrative		

Second Quarter		
Process— The student...	Surface Features— The picture...	Content— Orally, ...
identifies a topic before writing and... (W.K.1/2)	accurately reflects the topic. (W.K.1/2)	the student can talk more about the topic with... (SL.K.4) (SL.K.6)
draws a detailed picture before writing. (W.K.1/2)	It contains an important opinion or fact learned. (W.K.1/2)	some details and... (SL.K.4) (SL.K.6)
	It has one line of text underneath it which... (W.K.1/2)	some description. (SL.K.4) (SL.K.6)
	contains some beginning sounds. (RF.K.3) (RF.K.1)	
	The writing also contains some lower case letters. (RF.K.1)	
The piece is published by teacher. (W.K.6)		
Expository /Opinion		

Kindergarten Quarterly Writing Benchmarks

Page 2 of 2

Third Quarter		
Process— The student...	Surface Features— The plan or sketch...	Content— The written story...
sketches and writes freely. (W.K.3)	incorporates a character, (W.K.3)	has a lengthening line of text or two sentences with... (RF.K.4)
S/he adds on to plan after talking with teacher or peer about story and before writing. (W.K.5)	a setting, (W.K.3)	some descriptive detail. (W.K.3)
S/he begins to 1:1 match text. (RF.K.1)	an action or a significant event with writing as... (W.K.3)	It regularly contains beginning and ending sounds and... (RF.K.3)
	labels, speech bubbles, thought bubbles, and/or noises written by the student. (W.K.3)	some correctly spelled words. (RF.K.3)
		The writing is in mostly lower case letters. (RF.K.1)
The story is published by teacher. (W.K.6)		
Narrative		

Fourth Quarter		
Process— The student...	Surface Features— The plan or sketch...	Content— The written piece...
has a number of topics to write about and can identify a specific reader (or audience) for the piece. (W.K.1/2)	accurately reflects the topic. (W.K.1/2)	has at least two sentences (usually a beginning and ending) with some descriptive detail. (W.K.1/2)
S/he uses information from a variety of sources (pictures and other people) to... (W.K.8)	It contains a more detailed opinion or multiple facts learned with... (W.K.1/2)	It has many closely spelling approximations (beg/mid/end sounds) and... (RF.K.2) (RF.K.3)
sketch a two-part plan. (W.K.1/2)	labeling by the student. (W.K.1/2)	many correctly spelled words (student has a bank of at least 30 words). (RF.K.3)
S/he can carry the writing over two days and is able to add on to piece with support. (W.K.5)		The spacing is consistent and... (RF.K.1)
S/he lines out mistakes instead of erasing. (W.K.5)		the letters are mostly in lower case. (RF.K.1)
The piece is published by teacher. (W.K.6)		The piece has a title that is short and to the point. (W.K.1/2)
Expository /Opinion		

First Grade Quarterly Writing Benchmarks

Page 1 of 2

First Quarter		
Writing Process	Surface Features	Content
Sketches a three part plan (W.1.3)	Three sentences (W.1.3) (RF.1.1)	Writes using a beg/middle/end (W.1.3)
Develops own topic (W.1.3) Identifies a specific reader (or audience) for story (W.1.3)	Equal # of essential words and spelling approximations (beg/mid/end) (RF.1.3) Knows and uses 75 –100 essential words (L.1.1)	Includes a character (W.1.3)
Adds on to story with support (W.1.5)	Consistent spacing (RF.1.1)	Uses dialogue in plan (W.1.3)
Carries story over two days (W.1.5)	Uses lower case letters consistently (L.1.1)	Includes setting (W.1.3)
Proofreads for known high frequency words and ending marks (RF.1.1) (RF.1.3)	Uses periods and capitalizes beginning of sentences (RF.1.1)	
Is published by teacher (W.1.6)		
Narrative		

Second Quarter		
Writing Process	Surface Features	Content
Plans with pictures and some words (W.1.1/2)	Writes using 4-5 sentences (W.1.1/2) (RF.1.1)	Writes factual information or opinion with supporting details (W.1.1/2)
Begins to select topics other than themselves (W.1.1/2) Identifies a specific reader (or audience) for piece (W.1.1/2)	Equal # of essential words and spelling approximations (beg/mid/end) (RF.1.3) Knows and uses 100 –125 essential words (L.1.1)	All details are relevant to the topic (W.1.1/2) Writing is sequential or organized by sections (W.1.1/2)
Adds on to piece with support (W.1.5)	Uses a variety of punctuation (periods, exclamation marks, questions marks) (RF.1.1)	Uses descriptive words (W.1.1/2)
Carries writing over two days (W.1.5)		Uses labeled illustrations (captions) (W.1.1/2)
Uses a variety of resources (W.1.8)	Capitalizes first names and other proper nouns (RF.1.1)	Has a title that is short and to the point (W.1.1/2)
proofreads for known high frequency words and ending marks (RF.1.1) (RF.1.3)		
Begins to publish own work (W.1.6)		
Expository /Opinion		

First Grade Quarterly Writing Benchmarks

Page 2 of 2

Third Quarter		
Writing Process	Surface Features	Content
Four part plan (W.1.3)	Writes using 5-7 sentences (W.1.3) (RF.1.1)	Writes using a beginning, middle, and end (w/more details in middle) (W.1.3)
<p>Begins to select topics other than themselves (W.1.3)</p> <p>Identifies a specific reader (or audience) for story (W.1.3)</p>	<p>Uses knowledge of more complex letter/sound relationships. (RF.1.3)</p> <p>Knows and uses 125-150 essential words (L.1.1)</p>	Writing includes more than one character (W.1.3)
Adds on or takes away from piece individually and/or collaboratively (W.1.5)	Uses a variety of punctuation (periods, exclamation marks, questions marks) (RF.1.1)	Writes using dialogue in the story (W.1.3)
Carries story over a longer period of time (W.1.5)		Writing may include more than one setting (W.1.3)
Proofreads for known high frequency words and ending marks (RF.1.3) (RF.1.3)	Uses temporal words (One afternoon, then, after) (W.1.3)	Writing includes a significant event (W.1.3)
Publishes own work (W.1.6)		Uses descriptive words (W.1.3)
Narrative		

Fourth Quarter		
Writing Process	Surface Features	Content
Plans with some words and phrases (may still use some pictures) (W.1.1/2)	Writes using 6-8 sentences (W.1.1/2) (RF.1.1)	Writes factual information or opinion with supporting details (W.1.1/2)
<p>Selects topics other than themselves and identifies a purpose for writing (W.1.1/2)</p> <p>Identifies a specific reader (or audience) for piece (W.1.1/2)</p>	<p>Uses knowledge of more complex letter/sound relationships (RF.1.3)</p> <p>Knows and uses 150-175 (L.1.1)</p>	<p>All details are relevant to the topic (W.1.1/2)</p> <p>Writing is sequential or organized by sections (W.1.1/2)</p>
Adds on or takes away from piece individually and/or collaboratively (W.1.5)	Uses a variety of punctuation (periods, exclamation marks, questions marks) (RF.1.1)	Uses descriptive words (W.1.1/2)
Carries story over a longer period of time (W.1.5)		Uses labeled illustrations (captions) (W.1.1/2)
Uses a variety of resources (W.1.8)	Uses sequence words (first next last) (W.1.1/2)	Has a title that is short and to the point (W.1.1/2)
Proofreads for spelling, grammar, and punctuation (RF.1.1) (RF.1.3)		
Publishes own work (W.1.6)		
Expository /Opinion		

Second Grade Quarterly Writing Benchmarks

Page 1 of 2

First Quarter		
Process	Surface Features	Content
Plans with some words and phrases (W.2.3)	Writes using 8-10 sentences (W.2.3)	Writes using a beginning, middle, and end (w/more details in middle) (W.2.3)
<p>Selects topics other than themselves and identifies a purpose for writing (W.2.3)</p> <p>Selects others as an important audience (W.2.3)</p>	<p>Uses knowledge of more complex letter/sound relationships. (L.2.2)</p> <p>Knows and uses 175 -200 essential words (L.2.2)</p>	Writing includes more than one character (W.2.3)
	Uses a variety of punctuation (periods, exclamation marks, questions marks) (L.2.2)	Writes using dialogue (W.2.3)
Adds on or takes away from story individually and/or collaboratively (W.2.5)	Uses temporal words (In the afternoon, later, after) (W.2.3)	Writing may include more than one setting (W.2.3)
Proofreads for spelling, grammar, and punctuation (W.2.5)		Writing includes a significant event (may include problem/solution) (W.2.3)
Publishes own writing in a variety of ways considering the audience (W.2.6)		Uses descriptive words (W.2.3)
Narrative		

Second Quarter		
Process	Surface Features	Content
Uses several planning strategies (list, web, etc.) (W.2.1/2)	Writes using 10-12 sentences (W.2.1/2)	Writes factual information or opinion with supporting details(W.2.1/2)
<p>Begins to select from a wide range of topics and identifies a purpose for writing (W.2.5)</p> <p>Selects others as an important audience (W.2.5)</p>	<p>Spells unknown words using knowledge of word structures (word families, etc) (L.2.2)</p> <p>Knows and uses 200 - 225 essential words (L.2.2)</p>	Uses beginning statement(s) to introduce the writing (W.2.1/2)
Uses a variety of sources (W.2.7) (W.2.8)	Uses a variety of punctuation (periods, exclamation marks, questions marks) (L.2.2)	<p>Uses detail and description relevant to the topic (W.2.1/2)</p> <p>Writing is sequential or organized by sections (introduction, body, conclusion) (W.2.1/2)</p>
Adds on or takes away from story individually and/or collaboratively (W.2.5)		Has a title that is short and to the point (W.2.1/2)
Proofreads for spelling, grammar, and punctuation (W.2.5)	Uses linking words (because, and, but, also) (W.2.1/2)	Uses labeled illustrations (captions), bold-faced print, and table of contents (W.2.1/2)
Publishes own writing in a variety of ways considering the audience (W.2.6)		Writes in third person (W.2.1/2)
Expository /Opinion		

Second Grade Quarterly Writing Benchmarks

Page 2 of 2

Third Quarter		
Process	Surface Features	Content
Uses several planning strategies (list, web, etc.) (W.2.3)	Begins to organize ideas into a paragraph (W.2.3)	Writes using a beginning, middle, and end (w/more details in middle) (W.2.3)
<p>Selects from a wide range of topics and writes for a variety of purposes (W.2.5)</p> <p>Selects others as an important audience (W.2.5)</p>	<p>Spells unknown words using knowledge of word structures (word families, etc) (L.2.2)</p> <p>Knows and uses 225 – 250 essential words (L.2.2)</p>	Writing includes more than one character (W.2.3)
	Uses a variety of punctuation (periods, exclamation marks, question marks, apostrophes) (L.2.2)	Writes using dialogue (W.2.3)
Adds, cuts, rewords and rearranges as needed individually and/or collaboratively (W.2.5)	Uses varied sentence beginnings (2-3 different sentence structures) (W.2.3)	Writing may include more than one setting (W.2.3)
Proofreads for spelling, grammar, and punctuation (W.2.5)	Uses temporal words (In the afternoon, later, after) (W.2.3)	Writing includes a significant event (may include a problem/solution) (W.2.3)
Publishes own writing in a variety of ways considering the audience and purpose (W.2.6)		Writing includes a significant event (may include a problem/solution) (W.2.3)
Narrative		

Fourth Quarter		
Process	Surface Features	Content
Uses several planning strategies (list, web, etc.) (W.2.1/2)	Writes a paragraph about one topic with supporting details (W.2.1/2)	Writes factual information or opinion with supporting details (W.2.1/2)
<p>Selects from a wide range of topics and writes for a variety of purposes (W.2.5)</p> <p>Selects others as an important audience (W.2.5)</p>	Spells unknown words using knowledge of word structures (word families, etc) (L.2.2)	Uses beginning statement(s) to introduce the writing (W.2.1/2)
Uses a variety of sources (W.2.7) (W.2.8)	Uses a variety of punctuation (periods, exclamation marks, question marks, apostrophes, commas) (L.2.2)	<p>All details and description are relevant to the topic (W.2.1/2)</p> <p>Writing is sequential or organized by sections (introduction, body, conclusion) (W.2.1/2)</p>
Adds, cuts, rewords and rearranges as needed individually and/or collaboratively (W.2.5)	Uses varied sentence beginnings (2-3 different sentence structures) (W.2.1/2)	Has a title that is short and to the point (W.2.1/2)
Proofreads for spelling, grammar, and punctuation (W.2.5)	Uses sequence words (first, next, last) (W.2.1/2)	Uses labeled illustrations (captions), bold-faced print, and table of contents (W.2.1/2)
Publishes own writing in a variety of ways considering the audience and purpose (W.2.6)		Writes in third person (W.2.1/2)
Expository /Opinion		

Third Grade End-of-Year Writing Benchmarks

Narrative

Process	Surface Features	Content
Selects from a wide range of topics and writes for a variety of purposes (W.3.3)	Spells unknown words using knowledge of word structures (prefixes, suffixes, root words) (L.3.2)	Writes a narrative that has an underlying message or theme whether for short or extended periods of time (W.3.3)
Uses the form and purpose to help structure the plan (W.3.4) Aligns authentic purpose with appropriate audience to tell a story (W.3.4)	Uses a variety of punctuation (periods, exclamation marks, questions marks, apostrophes, commas) (L.3.2)	Writing includes more than one character (W.3.3) Uses dialogue (W.3.3) Writing may include more than one setting (W.3.3) Uses descriptive language structures (which include similes and metaphors) (W.3.3)
	Uses varied sentence beginnings (W.3.3)	Chooses words to make meaning clear and impact audience (L.3.3)
Writes 3 logically organized paragraphs around a specific event with a B/M/E structure (W.3.3)	Uses temporal words and phrases to order events (in the morning, then, afterwards) (W.3.3)	Uses consistent verb tense (L.3.1) Writes in first and third person (narrator) and maintains consistent point of view (W.3.3)
Adds, cuts, rewords, and rearranges as needed focusing on ideas, organization, and voice (L.3.4) Adds details to enhance writing (L.3.4) Proofreads for spelling, grammar, and punctuation (L.3.2)		
Plans and creates a published piece that reflects the audience, form, and purpose (W.3.6)		
Narrative		

Third Grade End-of-Year Writing Benchmarks

Expository (Primary focus on research writing)

Process	Surface Features	Content
Selects from a wide range of topics and writes for a variety of purposes (W.3.2)	Spells unknown words using knowledge of word structures (prefixes, suffixes, root words) (L.3.2)	Writes an expository piece that either informs or explains whether writing for short or extended periods of time (W.3.2)
Uses the form and purpose to help structure the plan (W.3.4) Aligns authentic purpose with appropriate audience to inform or explain (W.3.4)	Uses a variety of punctuation (periods, exclamation marks, questions marks, apostrophes, commas) (L.3.2)	Uses expository text features (bold-faced print, italics, underlined words captions, pictures, graphs, diagrams) (W.3.2)
Takes notes from a variety of sources (W.3.8) Writes with details that are relevant to the topic (W.3.2)	Uses varied sentence beginnings (W.3.3)	Chooses words to make meaning clear and impact audience (L.3.2)
Writes 3 logically organized paragraphs around a specific topic with main idea, supporting details, and conclusion (W.3.2)	Uses linking words and phrases (also, another, more, and, but) (W.3.2)	Uses text structures such as compare/contrast and cause/effect (RI.3.8) (RI.3.9)
Adds, cuts, rewords, and rearranges as needed focusing on ideas, organization, and voice (L.3.4) Adds details to enhance writing (L.3.4) Proofreads for spelling, grammar, and punctuation (L.3.2)	Uses subject/verb and noun/pronoun agreements (L.3.1)	Includes a title for the writing that conveys main idea (W.3.2)
Plans and creates a published piece that reflects the audience, form, and purpose (W.3.6)		
Expository (Primary focus on research writing)		

Third Grade End-of-Year Writing Benchmarks

Opinion

Process	Surface Features	Content
Selects from a wide range of topics and writes for a variety of purposes (W.3.1)	Spells unknown words using knowledge of word structures (prefixes, suffixes, root words) (L.3.2)	Writes opinion pieces on a topic or text whether writing for short or extended periods of time (W.3.1)
Uses the form and purpose to help structure the plan (W.3.4) Aligns authentic purpose to persuade an appropriate audience by informing or explaining (W.3.4)	Uses a variety of punctuation (periods, exclamation marks, questions marks, apostrophes, commas) (L.3.2)	Uses expository text features (bold-faced print, italics, underlined words captions, pictures, graphs, diagrams) (W.3.1)
Takes notes from a variety of sources (W.3.8) Writes with details that are relevant to the topic (W.3.2)	Uses varied sentence beginnings (W.3.1)	Chooses words to make meaning clear and impact audience (L.3.3)
Writes 3 logically organized paragraphs around a specific topic using introduction, supportive reasoning, and conclusion (W.3.2)	Linking words and phrases (because, therefore, since, for example) (W.3.1)	Has a message with a clearly articulated point of view (W.3.1)
Adds, cuts, rewords, and rearranges as needed focusing on ideas, organization, and voice (L.3.4) Adds details to enhance writing (L.3.4) Proofreads for spelling, grammar, and punctuation (L.3.2)		Includes a title for the writing that conveys main idea if appropriate (W.3.1)
Plans and creates a published piece that reflects the audience, form, and purpose (W.3.6)		Has a title for the writing if appropriate (W.3.1)
Opinion		

Fourth Grade End-of-Year Writing Benchmarks

Narrative

Process	Surface Features	Content
Selects from a wide range of topics and writes for a variety of purposes (W.4.3) (W.4.10)	Uses knowledge of spelling conventions and exceptions (L.4.2)	Writes a narrative that has an underlying message or theme whether for short or extended periods of time (W.4.3) (W.4.10)
Uses the form and purpose to help structure the plan (W.4.10) Aligns authentic purpose with appropriate audience to tell a story (W.4.10)	Uses a variety of punctuation (periods, exclamation marks, questions marks, apostrophes, commas) (L.4.2) Uses accurate punctuation in conversation/ dialogue (L.4.2)	Writing includes more than one character (W.4.3) Uses dialogue (W.4.3) Writing may include more than one setting (W.4.3) Uses descriptive language structures (which include similes and metaphors) (W.4.3) (L.4.5)
Writes 3-4 logically organized paragraphs around a specific event with a B/M/E structure (W.4.3)	Uses a variety of sentence structures (L.4.1)	Varies vocabulary for interest, accuracy, and precision (L.4.3)
	Uses transitional words and phrases to sequence events (meanwhile, finally, later, then, soon) (W.4.3)	Uses consistent verb tense (L.4.1) Writes in first and third person (narrator) depending on the purpose and audience (W.4.3)
Adds, cuts, rewords and rearranges as needed to create a fluid text, to impact audience and to meet purpose (W.4.10) Rereads to determine if text is expressive and engaging for intended audience (W.4.10) Proofreads for spelling, grammar, and punctuation (W.4.5) (W.4.10) (L.4.3)		
Narrative		

Fourth Grade End-of-Year Writing Benchmarks

Expository (Primary focus on research writing)

Process	Surface Features	Content
Selects from a wide range of topics and writes for a variety of purposes (W.4.2) (W.4.10)	Uses knowledge of spelling conventions and exceptions (L.4.2)	Writes an expository piece that either informs or explains whether writing for short or extended periods of time (W.4.2) (W.4.10)
Uses the form and purpose to help structure the plan (W.4.4) (W.4.10) Aligns authentic purpose with appropriate audience to inform or explain (W.4.4) (W.4.10)	Uses a variety of punctuation (periods, exclamation marks, questions marks, apostrophes, commas) (L.4.2) Uses accurate punctuation in quotes (L.4.2)	Uses expository text features (bold-faced print, italics, underlined words captions, pictures, graphs, diagrams, glossary) (W.4.2)
Writes 3-4 logically organized paragraphs around a specific topic with introduction, body, and conclusion (W.4.2)	Uses a variety of sentence structures (L.4.1)	Varies vocabulary for interest, accuracy, and precision (L.4.3) (L.4.6)
Takes notes from a variety of sources (W.4.8)	Links ideas with words and phrases (too, and, also, in addition, besides) (W.4.2)	Uses text structures such as compare/contrast and cause/effect (RI.4.5)
Adds, cuts, rewords and rearranges as needed to create a fluid text, to impact audience and to meet purpose (W.4.5) (W.4.10) Rereads to determine if text is expressive and engaging for intended audience (W.4.5) (W.4.10) Proofreads for spelling, grammar, and punctuation (W.4.5) (W.4.10) (L.4.3)	Uses subject/verb and noun/pronoun agreements (L.4.1)	Includes a bibliography (W.4.8)
Expository (Primary focus on research writing)		

Fourth Grade End-of-Year Writing Benchmarks

Opinion

Process	Surface Features	Content
Selects from a wide range of topics and writes for a variety of purposes (W.4.1) (W.4.10)	Uses knowledge of spelling conventions and exceptions (L.4.2)	Writes opinion pieces on topic or text with a strong emotional appeal whether writing for short or extended periods of time (W.4.1) (W.4.10) Creates a strong link between opinion and reasons (W.4.1)
Uses the form and purpose to help structure the plan (W.4.4) (W.4.10) Aligns authentic purpose to persuade an appropriate audience by informing or explaining (W.4.4) (W.4.10)	Uses a variety of punctuation (periods, exclamation marks, questions marks, apostrophes, commas) (L.4.2) Uses accurate punctuation in quotes (L.4.2)	Uses expository text features (bold-faced print, italics, underlined words captions, pictures, graphs, diagrams) if appropriate (W.4.1)
Writes 3-4 logically organized paragraphs around a specific topic with introduction, supportive reasoning, and conclusion (W.4.1)	Uses a variety of sentence structures (L.4.1)	Varies vocabulary for interest, accuracy, and precision (L.4.3)
Takes notes from a variety of sources (W.4.8)	Links ideas with words and phrases (for instance, in order to, additionally) (W.4.1)	Has a message with a clearly articulated point of view (bias) (W.4.1) May use anecdote to impact audience (W.4.1)
Adds, cuts, rewords and rearranges as needed to create a fluid text, to impact audience and to meet purpose (W.4.5) (W.4.10) Rereads to determine if text is expressive and engaging for intended audience (W.4.5) (W.4.10) Proofreads for spelling, grammar, and punctuation (W.4.5) (W.4.10) (L.4.3)		
Opinion		

Fifth Grade End-of-Year Writing Benchmarks

Narrative

Process	Surface Features	Content
Has a wide range of topics to write about which includes both literal and abstract topics (W.5.3) (W.5.10)	Uses knowledge of spelling conventions, exceptions and word origins (L.5.2)	Writes a piece considering plot to develop the theme whether writing for short or extended periods of time (W.5.3) (W.5.10)
Thinks about form's purpose to structure the plan (W.5.10) Aligns authentic purpose with appropriate audience to tell a story (W.5.10)	Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas) (L.5.2)	Begins to develops character traits (W.5.3) Uses dialogue with a variety of tags (W.5.3) Attempts to move the reader by the use of simile, metaphor, and other literacy devices (W.5.3) (L.5.5)
Writes 4-5 fully developed paragraphs to produce a well- organized piece w/ a strong B/M/E (W.5.3)	Uses simple and complex sentence structures (L.5.1)	Varies vocabulary for interest, accuracy, and precision (L.5.6)
Adjusts style, point of view, and biases to suit different purposes and to impact audience (W.5.3) (W.5.10)	Uses transitional words and phrases to sequence events (meanwhile, finally, later, then, soon) (W.5.3)	Uses appropriate subject/verb and noun/ pronoun agreements (L.5.1) Uses a consistent point of view (RL.5.6)
Adds, cuts, rewords and rearranges as needed to create a piece that impacts audience and purpose(W.5.5) (W.5.10) Rereads to determine if text is expressive and engaging for intended audience (W.5.5) (W.5.10) Proofreads for spelling, grammar, and punctuation (W.5.5) (W.5.10)		Projects a personal style that is clearly the writer's own (W.5.3) (W.5.10) Writes in first and third person (narrator) depending on the purpose and audience (W.5.3) (W.5.10)
Narrative		

Fifth Grade End-of-Year Writing Benchmarks

Expository (Primary focus on research writing)

Process	Surface Features	Content
Has a wide range of topics to write about (W.5.2) (W.5.10)	Uses knowledge of spelling conventions and exceptions and word origins (L.5.2)	Writes a piece to inform or explain whether writing for short or extended periods of time (W.5.2) (W.5.10)
Thinks about form's purpose to structure the plan (W.5.10) Aligns authentic purpose with appropriate audience to inform or explain (W.5.10)	Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas) (L.5.2) Uses accurate punctuation in quotes (L.5.2)	Uses expository text features (bold-faced print, italics, underlined words captions, pictures, graphs, diagrams, glossary) (W.5.2)
Writes 4-5 fully developed paragraphs to produce a well- organized piece w/ a strong introduction, body, and conclusion (W.5.2)	Uses simple and complex sentence structures (L.5.1)	Varies vocabulary for interest, accuracy, and precision (L.5.6) Uses domain specific vocabulary (may include definition) (L.5.6)
Uses a variety of sources in gathering information (W.5.8) Summarizes and paraphrases during note-taking (W.5.8)	Links ideas with words, phrases, clauses (in contrast, especially) (W.5.2)	Uses text structures such as compare/contrast and cause/effect (RI.5.5)
Adds, cuts, rewords and rearranges as needed to create a fluid text, to impact audience and to meet purpose (W.5.5) (W.5.10) Rereads to determine if text is expressive and engaging for intended audience (W.5.5) (W.5.10) Proofreads for spelling, grammar, and punctuation (W.5.5) (W.5.10)		Includes a bibliography (W.5.2) (W.5.8)
Expository (Primary focus on research writing)		

Fifth Grade End-of-Year Writing Benchmarks

Opinion

Process	Surface Features	Content
Selects from a wide range of topics and writes for a variety of purposes (W.5.1) (W.5.10)	Uses knowledge of spelling conventions and exceptions (L.5.2)	Writes opinion pieces on a topic or text with a strong emotional appeal whether writing for short or extended periods of time (W.5.1) (W.5.10)
Uses the form and purpose to help structure the plan (W.5.10) Aligns authentic purpose to persuade an appropriate audience by informing or explaining (W.5.10)	Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas) (L.5.2)	Uses expository text features (bold-faced print, italics, underlined words captions, pictures, graphs, diagrams) if appropriate (W.5.1) Creates a strong link between opinion and reasons (W.5.1)
Writes 4-5 fully developed paragraphs to produce a well- organized piece w/ a strong introduction, supportive reasons, and conclusion (W.5.1)	Uses a variety of simple, compound, complex, and extended sentences (L.5.1)	Varies vocabulary for interest, accuracy, and precision (may include definition) (L.5.6)
Uses a variety of sources in gathering information (W.5.8) Summarizes and paraphrases during note-taking (W.5.8)	Links ideas with words, phrases, clauses (consequently, specifically) (W.5.1)	Uses appropriate subject/verb and noun/ pronoun agreements (L.5.1) Has a message with a clearly articulated point of view (bias) (W.5.1) May use anecdote to impact audience (W.5.1)
Adds, cuts, rewords and rearranges as needed to create a piece that impacts audience and purpose(W.5.5) (W.5.10) Rereads to determine if text is expressive and engaging for intended audience (W.5.5) (W.5.10) Proofreads for spelling, grammar, and punctuation (W.5.5) (W.5.10)		Includes a bibliography if appropriate (W.5.8)
Opinion		

Sixth Grade End-of-Year Writing Benchmarks

Narrative

Process	Surface Features	Content
<p>Explores abstract topics (W.6.3) (W.6.10)</p> <p>Selects planning structure and text forms to suit purpose and audience, demonstrating control over narrative elements (W.6.3) (W.6.10)</p> <p>Adjusts style, point of view, and biases to suit different purposes and to impact audience (W.6.3) (W.6.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.6.2)</p>	<p>Writes a piece considering plot (pacing, experiences, and events) to develop theme whether writing for short or extended periods of time (W.6.3) (W.6.10)</p>
<p>Uses knowledge of various forms and purpose to structure the plan (W.6.3) (W.6.10).</p> <p>Aligns authentic purpose with appropriate audience to tell a story (W.6.3) (W.6.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.6.2)</p>	<p>Develops character traits through action, dialogue, and descriptive detail (which includes similes and metaphors) (W.6.3)</p> <p>Provides a conclusion that follows and reflects on the narrated experiences or events (W.6.3)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece with a strong B/M/E (W.6.3)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences (L.6.3)</p>	<p>Varies vocabulary for interest, accuracy, and precision (L.6.6)</p>
<p>Demonstrates ability to view writing from a readers perspective (RL.6.6)</p>	<p>Uses transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.6.3)</p>	<p>Writes in first and third person (narrator) depending on the purpose and audience (W.6.3)</p> <p>Orients the reader by introducing a narrator or character(s) right away (W.6.3)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.6.5) (W.6.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.6.5) (W.6.10)</p> <p>Proofreads for spelling, grammar, and punctuation (W.6.5) (W.6.10)</p>		<p>Can replicate authors' style and pattern when writing (W.6.10)</p>
Narrative		

Sixth Grade End-of-Year Writing Benchmarks

Expository (Primary focus on research writing)

Process	Surface Features	Content
<p>Develops a topic from questions presented in class or from texts (W.6.2) (W.6.10)</p> <p>Selects planning structure and text forms to suit purpose and audience, demonstrating control over expository elements (W.6.2) (W.6.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.6.2)</p>	<p>Writes a piece that informs or explains whether writing for short or extended periods of time (W.6.2) (W.6.10)</p>
<p>Uses knowledge of various forms and purpose to structure the plan (W.6.2) (W.6.10)</p> <p>Aligns authentic purpose with appropriate audience to inform or explain (W.6.2) (W.6.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.6.2)</p>	<p>Uses relevant, well-chosen facts definitions, details, concepts, and examples (W.6.2)</p> <p>Provides a conclusion that follows and reflects on the topic presented (W.6.2)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece with an introduction, body, and conclusion (W.6.2)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences (L.6.3)</p>	<p>Varies vocabulary for interest, accuracy, and precision (L.6.6)</p> <p>Uses domain specific vocabulary (may include definition) (L.6.6)</p>
<p>Uses a variety of sources in gathering information (W.6.8)</p> <p>Summarizes and paraphrases during note-taking (W.6.8)</p> <p>Conveys accurate information (W.6.8)</p>	<p>Uses a range of linking words, phrases, and clauses to signal different text structures such as cause /effect, (because, in order to, so that) (W.6.2)</p>	<p>Uses text structures such as compare/contrast and cause/effect (W.6.2)</p> <p>Establishes and maintains a formal style (W.6.2)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.6.5) (W.6.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.6.5) (W.6.10)</p> <p>Proofreads for spelling, grammar, and punctuation (W.6.5) (W.6.10)</p>		<p>Checks bibliography for accuracy and format (W.6.2) (W.6.8)</p>
Expository (Primary focus on research writing)		

Sixth Grade End-of-Year Writing Benchmarks

Argument

Process	Surface Features	Content
<p>Develops a topic from questions presented in class or from texts(W.6.1) (W.6.10)</p> <p>Selects planning structure and text forms to suit purpose and audience, demonstrating control over expository elements (W.6.1) (W.6.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.6.2)</p>	<p>Writes an argument with a strong emotional appeal whether writing for short or extended periods of time (W.6.1) (W.6.10)</p>
<p>Uses knowledge of various forms and purpose to structure the plan (W.6.1) (W.6.10)</p> <p>Aligns authentic purpose to persuade an appropriate audience by informing or explaining (W.6.1) (W.6.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.6.2)</p>	<p>Introduces claim(s) and organizes reasons and evidence clearly (W.6.1)</p> <p>Supports claim(s) with clear reasons and relevant evidence (W.6.1)</p> <p>Provides a conclusion that follows from and supports the argument (W.6.1)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece that supports claim(s) with clear reasons and relevant evidence (W.6.1)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences (L.6.3)</p>	<p>Varies vocabulary for interest, accuracy, and precision (may include definition) (L.6.6)</p>
<p>Uses a variety of sources in gathering information and demonstrates an understanding of the topic or texts (W.6.8)</p> <p>Summarizes and paraphrases during note-taking (W.6.8)</p>	<p>Uses words, phrases, and clauses to clarify the relationship among claims, reasons, and relationships (W.6.1)</p>	<p>Projects a personal attitude or point of view that is clearly the writer's own (W.6.1)</p> <p>Establishes and maintains a formal style (W.6.1)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.6.5) (W.6.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.6.5) (W.6.10)</p> <p>Proofreads for spelling, grammar, and punctuation (W.6.5) (W.6.10)</p>		<p>Checks bibliography for accuracy and format if appropriate (W.6.8)</p>
Argument		

Seventh Grade End-of-Year Writing Benchmarks

Narrative

Process	Surface Features	Content
<p>Explores abstract topics (W.7.3) (W.7.10)</p> <p>Selects planning structure and text form to suit purpose and audience; demonstrating control over narrative elements (W.7.3) (W.7.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.7.2)</p>	<p>Writes a piece considering plot that unfolds naturally and logically to develop theme whether writing for short or extended periods of time (W.7.3) (W.7.10)</p>
<p>Can evaluate and explain qualities of own work based on learning targets (W.7.3) (W.7.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.7.2)</p>	<p>Develops character traits through action, dialogue, and descriptive detail (which includes similes and metaphors) (W.7.3)</p> <p>Provides a conclusion that follows from and reflects on the narrated experiences or events (W.7.3)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece with a strong B/M/E (W.7.3)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences (L.7.1)</p>	<p>Varies vocabulary for interest, accuracy, and precision (L.7.3) (L.7.6)</p>
<p>Demonstrates ability to view writing from a readers perspective (RL.7.6)</p>	<p>Uses transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.7.3)</p>	<p>Writes in first and third person (narrator) depending on the purpose and audience (W.7.3)</p> <p>Orients the reader by introducing a narrator or character(s) right away (W.7.3)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.7.5) (W.7.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.7.5) (W.7.10)</p> <p>Proofreads for spelling, grammar, and punctuation (W.7.5) (W.7.10)</p>	<p>Uses complex sentences with embedded clauses, e.g. 'My friend Jane, who lives next door,...' (L.7.1)</p>	<p>Can replicate authors' style and pattern when writing (RL.7.6)</p>
Narrative		

Seventh Grade End-of-Year Writing Benchmarks

Expository (Primary focus on research writing)

Process	Surface Features	Content
<p>Develops a topic from questions presented in class or from texts (W.7.2) (W.7.10)</p> <p>Selects planning structure and text form to suit purpose and audience; demonstrating control over expository elements (W.7.2) (W.7.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.7.2)</p>	<p>Writes a piece that informs or explains whether writing for short or extended periods of time (L.7.2) (L.7.10)</p>
<p>Can evaluate and explain qualities of own work based on learning targets (W.7.2) (W.7.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.7.2)</p>	<p>Uses relevant, well-chosen facts, definitions, details, concepts, and examples (L.7.2)</p> <p>Uses text structures such as classification, compare/contrast, cause/effect (L.7.2)</p> <p>Provides a conclusion that follows and reflects on the topic presented (L.7.2)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece with an introduction, body, and conclusion (W.7.2)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences (L.7.1)</p>	<p>Varies vocabulary for interest, accuracy, and precision (L.7.3) (L.7.6)</p> <p>Uses domain specific vocabulary (may include definition) (L.7.6)</p>
<p>Uses a variety of sources in gathering information and demonstrates an understanding of the topic or text (W.7.8)</p> <p>Summarizes and paraphrases during note-taking (W.7.8)</p> <p>Uses credible sources and conveys accurate information (W.7.8)</p>	<p>Uses a range of linking words, phrases, and clauses to signal different text structures such as cause /effect, (because, in order to, so that) (W.7.2)</p>	<p>Establishes and maintains a formal style (W.7.2)</p> <p>Maintains third person stance throughout piece (W.7.2)</p> <p>Uses multimedia to assist and/or aid in comprehension (W.7.6)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.7.5) (W.7.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.7.5) (W.7.10)</p> <p>Proofreads for spelling, grammar, and punctuation (W.7.5) (W.7.10)</p>	<p>Uses complex sentences with embedded clauses, e.g. 'My friend Jane, who lives next door,...' (W.7.1)</p>	<p>Checks bibliography for accuracy and format (W.7.8)</p>
Expository (Primary focus on research writing)		

Seventh Grade End-of-Year Writing Benchmarks

Argument

Process	Surface Features	Content
<p>Develops a topic from questions presented in class or from texts (W.7.1) (W.7.10)</p> <p>Selects planning structure and text form to suit purpose and audience; demonstrating control over expository elements (W.7.1) (W.7.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.7.2)</p>	<p>Writes an argument with a strong emotional appeal whether writing for short or extended periods of time (W.7.1) (W.7.10)</p>
<p>Can evaluate and explain qualities of own work based on learning targets (W.7.1) (W.7.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.7.2)</p>	<p>Introduces claim(s) and supports them with clear reasons and relevant evidence; acknowledging alternate or opposing claims (W.7.1)</p> <p>Uses text structures such as classification, compare/contrast, cause/effect (W.7.1)</p> <p>Provides a conclusion that follows from and supports the argument (W.7.1)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece that supports claim(s) with clear reasons and relevant evidence (W.7.1)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences (L.7.1)</p>	<p>Varies vocabulary for interest, accuracy, and precision (may include definition) (L.7.3) (L.7.6)</p>
<p>Uses a variety of sources in gathering information and demonstrates an understanding of the topic or texts (W.7.8)</p> <p>Summarizes and paraphrases during note-taking (W.7.8)</p> <p>Uses credible sources and conveys accurate information (W.7.8)</p>	<p>Uses words, phrases, and clauses to clarify the relationship among claims and reasons (W.7.1)</p>	<p>Projects a personal attitude or point of view that is clearly the writer's own (W.7.1)</p> <p>Establishes and maintains a formal style (W.7.1)</p> <p>Uses multimedia to assist and/or aid in comprehension (W.7.6)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.7.5) (W.7.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.7.5) (W.7.10)</p>	<p>Uses complex sentences with embedded clauses, e.g. 'My friend Jane, who lives next door,...' (W.7.1)</p>	<p>Checks bibliography for accuracy and format if appropriate (W.7.8)</p>
Argument		

Eighth Grade End-of-Year Writing Benchmarks

Narrative

Process	Surface Features	Content
<p>Explores abstract topics (W.8.3) (W.8.10)</p> <p>Selects planning structure and text form to suit purpose and audience; demonstrating control over narrative elements (W.8.3) (W.8.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.8.2)</p>	<p>Writes a piece considering plot that unfolds naturally and logically to develop theme whether writing for short or extended periods of time (W.8.3) (W.8.10)</p>
<p>Can evaluate and explain qualities of own work based on learning targets (W.8.3) (W.8.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.8.2)</p>	<p>Develops character traits through action, dialogue, and descriptive detail (which includes similes and metaphors) (W.8.3)</p> <p>Provides a conclusion that follows from and reflects on the narrated experiences or events (W.8.3)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece with a strong B/M/E (W.8.3)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences</p>	<p>Varies vocabulary for interest, accuracy, and precision (L.8.3) (L.8.6)</p>
<p>Demonstrates ability to view writing from a readers perspective (RL.8.6)</p>	<p>Uses transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.8.3)</p>	<p>Writes in first and third person (narrator) depending on the purpose and audience (W.8.3)</p> <p>Orients the reader by introducing a narrator or character(s) right away (W.8.3)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.8.5) (W.8.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.8.5) (W.8.10)</p> <p>Proofreads for spelling, grammar, and punctuation (W.8.5) (W.8.10)</p>	<p>Uses complex sentences with embedded clauses, e.g. 'My friend Jane, who lives next door,...' (L.8.1)</p>	<p>Can replicate authors' style and pattern when writing (RL.8.6)</p>
Narrative		

Eighth Grade End-of-Year Writing Benchmarks

Expository (Primary focus on research writing)

Process	Surface Features	Content
<p>Develops a topic from self-generated question (W.8.2) (W.8.10)</p> <p>Selects planning structure and text form to suit purpose and audience; demonstrating control over expository elements (W.8.2) (W.8.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.8.2)</p>	<p>Writes a piece that informs or explains whether writing for short or extended periods of time (W.8.2) (W.8.10)</p>
<p>Can evaluate and explain qualities of own work based on learning targets (W.8.2) (W.8.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.8.2)</p>	<p>Uses relevant, well-chosen facts, definitions, details, concepts, and examples (W.8.2)</p> <p>Uses text structures such as classification, compare/contrast, cause/effect (W.8.2)</p> <p>Provides a conclusion that follows and reflects on the topic presented (W.8.2)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece with an introduction, body, and conclusion (W.8.2)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences</p>	<p>Varies vocabulary for interest, accuracy, and precision (L.8.3) (L.8.6)</p> <p>Uses domain specific vocabulary (may include definition)</p>
<p>Uses a variety of sources in gathering information and demonstrates an understanding of the topic or text (W.8.8)</p> <p>Summarizes and paraphrases during note-taking (W.8.8)</p> <p>Uses credible sources and conveys accurate information (W.8.8)</p>	<p>Uses a range of linking words, phrases, and clauses to signal different text structures such as cause /effect, because, in order to, so that) (W.8.2)</p>	<p>Establishes and maintains a formal style (W.8.2)</p> <p>Maintains third person stance throughout piece (W.8.2)</p> <p>Uses multimedia to assist and/or aid in comprehension (W.8.6)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.8.5) (W.8.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.8.5) (W.8.10)</p>	<p>Uses complex sentences with embedded clauses, e.g. 'My friend Jane, who lives next door,...' (L.8.1)</p>	<p>Checks bibliography for accuracy and format (W.8.8)</p>
Expository (Primary focus on research writing)		

Eighth Grade End-of-Year Writing Benchmarks

Argument

Process	Surface Features	Content
<p>Develops a topic from self-generated question (W.8.1) (W.8.10)</p> <p>Selects planning structure and text form to suit purpose and audience; demonstrating control over expository elements (W.8.1) (W.8.10)</p>	<p>Uses knowledge of spelling conventions, exceptions and word origins (L.8.2)</p>	<p>Writes an argument with a strong emotional appeal whether writing for short or extended periods of time (W.8.1) (W.8.10)</p>
<p>Can evaluate and explain qualities of own work based on learning targets(W.8.1) (W.8.10)</p>	<p>Uses a variety of punctuation (periods, exclamation marks, questions marks, quotation marks, apostrophes, commas, hyphens, colons, semi-colons) (L.8.2)</p>	<p>Introduces claim(s) and supports them with clear reasons and relevant evidence; acknowledging alternate or opposing claims (W.8.1)</p> <p>Uses text structures such as classification, compare/contrast, cause/effect (W.8.1)</p> <p>Provides a conclusion that follows from and supports the argument (W.8.1)</p>
<p>Writes 5+ fully developed paragraphs to produce a well organized piece that supports claim(s) with clear reasons and relevant evidence (W.8.1)</p>	<p>Uses a variety of simple, compound, complex, and extended sentences</p>	<p>Varies vocabulary*for interest, accuracy, and precision (may include definition) (L.8.3) (L.8.6)</p>
<p>Uses a variety of sources in gathering information and demonstrates an understanding of the topic or texts (W.8.8)</p> <p>Summarizes and paraphrases during note-taking (W.8.8)</p> <p>Uses credible sources and conveys accurate information (W.8.8)</p>	<p>Uses words, phrases, and clauses to clarify the relationship among claims and reasons (W.8.1)</p>	<p>Projects a personal attitude or point of view that is clearly the writer's own (W.8.1)</p> <p>Establishes and maintains a formal style (W.8.1)</p> <p>Uses multimedia to assist and/or aid in comprehension (W.8.6)</p>
<p>With some guidance reorders words, phrases, clauses, and paragraphs to clarify and achieve precise meaning (W.8.5) (W.8.10)</p> <p>Rereads to determine if text is expressive and engaging for intended audience (W.8.5) (W.8.10)</p>	<p>Uses complex sentences with embedded clauses, e.g. 'My friend Jane, who lives next door,...' (L.8.1)</p>	<p>Checks bibliography for accuracy and format if appropriate (W.8.8)</p>
Argument		