

Marple Newtown School District

DISTRICT WRITING PLAN



June 2006

M.N.S.D. WRITING PHILOSOPHY

Learning to write effectively is one of the most essential elements of a student's education and is a critical component of effective communication. Competent writers are more likely to experience success in life. The Marple Newtown School District Curriculum provides opportunities for students to learn and practice writing while communicating with various audiences.



COMMITTEE MEMBERS

Helen Naab	Culbertson Elementary	Gifted Support
Ellie Murray	Culbertson Elementary	Reading Spec.
Debbie Meenan	Loomis Elementary	Grade 4
Stephanie DeLiberty	Loomis Elementary	Grade 2
Rene Weinstein	Loomis Elementary	Grade 1
Joanne Boulanger	Russell Elementary	Reading Spec.
Trish Cunningham	Russell Elementary	Grade 5
Gwen Barrett	Russell Elementary	Principal
Pat Pendergast	Worrall Elementary	Grade 2
Mary Hickey	Worrall Elementary	Grade 3
Constance Bompadre	Director	Elementary
Patty Kelly	Paxon Hollow	English
Andrea Fiorentino	Paxon Hollow	Reading Spec.
Deborah Havrilla	Paxon Hollow	Physical Ed.
Jennie DeLuca	MNHS	English
Helene Shields	MNHS	English
Linda Johnson	MNHS	English
Stanley Piecara	Director	Secondary
Carl Funk	Coordinator	Math & Science
Sandy Schaal	Coordinator	Humanities
Toni Himes	Supervisor	Reading

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MODES OF WRITING

NARRATIVE - The purpose of this mode is to tell a story or to describe an incident or event that was meaningful to the writer.

- ❑ Stories
- ❑ Poems
- ❑ Plays

Key Elements: Detailed descriptions, relevant illustrations, dialogue, literary conflict, literary elements, literary devices

INFORMATIONAL - The purpose of this mode is to inform, to summarize or organize information, to explain how something works, or to report results.

Essays
Descriptions
Analyses
Letters
Memos
Reports
Instructions
Articles
Interviews
Resumes
Reflections



Key Elements: Text structures (cause/effect, comparison/contrast, problem/solution, classification, sequence), relevant graphics, primary and secondary sources, precise language and specific details

PERSUASIVE - The purpose of this mode is to present a point of view, to argue a belief, or to encourage the audience to pursue a course of action.

- ❑ Persuasive pieces

Key Elements: Clearly stated position or opinion, supporting details, evidence cited, addresses audience, anticipates and counters concerns and arguments, uses propaganda methods to further argument

WRITING FRAMEWORK

Grade	Focus	Content	Organization	Style	Conventions
K	<ul style="list-style-type: none"> • Illustrates or writes related to a topic 	<ul style="list-style-type: none"> • Retells a story by drawing/writing phonetically • Recognizes and dictates a sentence • Writes to express a personal idea (story, poem) • Writes to inform (list, letter, card) • Writes an opinion (I like...) 	<ul style="list-style-type: none"> • Orders pictures or events in a story sequentially • Writes in a sequence with a beginning, middle, and end 	<ul style="list-style-type: none"> • Writes using statements, questions • Writes using descriptive words and action verbs 	<ul style="list-style-type: none"> • Forms letters properly • Writes first name with upper and lower case letters • Recognizes that proper names, the first word in a sentence, and the word <u>I</u> are capitalized • Uses sound/letter correlation to write phonetically • Revises writing for content • Edits writing for capital letters and end marks
1	<ul style="list-style-type: none"> • Illustrates and writes related to a topic • Chooses an appropriate story title • Shows an awareness of audience and task 	<ul style="list-style-type: none"> • Retells a story by drawing and writing • Writes a sentence or several sentences in a connected paragraph • Writes to express a personal idea (story, poem) with characters, setting and events • Writes to inform (list, letter, report) with a topic and details • Writes a fact and an opinion on a given topic • Writes journal entries with prompt 	<ul style="list-style-type: none"> • Writes a series of sentences in sequence with a beginning, middle, and end • Writes a topic sentence with related details grouped together • Writes a concluding sentence 	<ul style="list-style-type: none"> • Writes using statements, questions • Writes using descriptive words, action verbs 	<ul style="list-style-type: none"> • Uses sound/letter correlation to write phonetically, but moving into standard spelling • Spells high frequency words and sight words correctly • Recognizes and uses capitalization of proper names, the first word in a sentence, the word <u>I</u>, months, days of week • Writes whole sentences • Uses end marks correctly • Revises writing for content • Edits writing for capital letters and end marks

Grade	Focus	Content	Organization	Style	Conventions
2	<ul style="list-style-type: none"> • Illustrates and writes with clearly stated topic and supporting details • Shows an awareness of audience and task • Shows an awareness of purpose 	<ul style="list-style-type: none"> • Retells a story in writing • Writes several sentences on a topic in a connected paragraph • Writes to express personal idea (story, poem) with characters, setting, and events • Writes to inform (list, letter, report) with a topic and supporting details • Writes an opinion giving one or more reasons to support it • Writes journal entries with prompt 	<ul style="list-style-type: none"> • Writes a series of sentences in sequence with a beginning, middle and end • Writes a topic sentence with related details grouped together • Writes using transition words such as first, next, then, finally • Writes a concluding sentence 	<ul style="list-style-type: none"> • Writes using statements and questions • Begins to vary the word choice at the beginning of sentences • Writes using descriptive words and action verbs 	<ul style="list-style-type: none"> • Spells high frequency words, sight words, and words in spelling program correctly • Recognizes and uses capitalization of proper nouns, the first word in a sentence, the word I • Uses end marks and commas (date, series, possessive) correctly; uses quotation marks • Recognizes and uses nouns, pronouns, adjectives and adverbs correctly • Recognizes and uses simple and compound sentences • Recognizes and uses sentence types (declarative, interrogative, exclamatory, imperative) • Begins to write using cursive letter formation • Revises writing for content • Edits writing for conventions

Grade	Focus	Content	Organization	Style	Conventions
3	<ul style="list-style-type: none"> • Writes with a clearly stated topic and supporting details • Shows an awareness of audience, task, and purpose • In a multiparagraph piece, maintains one clear idea in each paragraph 	<ul style="list-style-type: none"> • Retells a story in writing • Writes several sentences on a topic in a connected paragraph and several paragraphs • Writes to express a personal idea (story, poem) including characters, setting, events • Writes to inform (list, letter, report) with topic, supporting details, and appropriate graphics • Begins to elaborate details with description, examples • Writes an opinion with multiple reasons to support it that are appropriate to the audience • Writes journal entries with prompt 	<ul style="list-style-type: none"> • Writes a series of sentences in sequence with a beginning, middle, and end • Writes a topic sentence with related details grouped together • Writes using transition words for sequence, cause/effect, comparison • Writes a conclusion that summarizes key points 	<ul style="list-style-type: none"> • Uses attention-getting leads • Selects words carefully to convey meaning including appropriate nouns, strong verbs, adjectives, adverbs • Writes using a variety of sentence types including simple and complex • Begins to make use of literary devices in writing (simile, alliteration) 	<ul style="list-style-type: none"> • Spells high frequency words, sight words, and words in spelling program correctly • Recognizes and uses correct capitalization • Shows correct use of subject/verb agreement • Shows correct use of pronoun reference • Shows correct use of end marks, apostrophes, commas, and quotation marks • Recognizes and uses nouns, pronouns, adjectives, adverbs, conjunctions correctly • Recognizes and uses simple and compound sentences • Recognizes and uses a variety of sentence types (declarative, exclamatory, interrogative, imperative) • Writes using cursive letter formation • Revises writing for content • Edits writing for conventions

Grade	Focus	Content	Organization	Style	Conventions
4	<ul style="list-style-type: none"> • Writes with one central idea in each paragraph • Writes with a clear awareness of audience, task and purpose • Chooses details that elaborate and support the central topic • Makes points that are sharp and distinct 	<ul style="list-style-type: none"> • Retells a story in writing • Writes full paragraphs on a topic and multiparagraph pieces • Writes to express a personal idea (story, poem) including characters, setting, events, conflict, literary devices • Writes to inform (list, letter, report) with topic, supporting details, and appropriate graphics • Elaborates details with description and examples • Writes an opinion with multiple reasons to support it that are appropriate to the audience; includes rebuttals of anticipated arguments • Writes journal entries with and without prompt 	<ul style="list-style-type: none"> • Writes a series of sentences in sequence with a beginning, middle and end • Writes a topic sentence with related details grouped together • Writes using transition words for sequence, comparison, cause/effect, classification, problem/solution • Writes a conclusion that summarizes key points 	<ul style="list-style-type: none"> • Uses attention-getting leads • Selects words carefully to convey meaning including appropriate nouns, strong verbs, adjectives, adverbs • Writes using a variety of sentence types including simple, compound and complex • Varies sentence length in writing • Recognizes and uses a consistent tone throughout a piece (humor, solemnity, horror, etc.) • Makes use of literary devices in writing (simile, metaphor, hyperbole, personification, etc.) • Uses strong conclusions 	<ul style="list-style-type: none"> • Spells high frequency words, sight words, and words in spelling program correctly • Recognizes and uses correct capitalization • Shows correct use of subject/verb agreement • Shows correct use of pronoun reference • Shows correct use of end marks, commas, apostrophes, quotation marks • Recognizes and uses nouns, pronouns, adjectives, verbs, adverbs, conjunctions, and prepositions correctly • Recognizes and uses simple, compound and complex sentence structures • Recognizes and uses a variety of sentence types (declarative, exclamatory, interrogative, imperative) • Chooses between manuscript and cursive letter formation in appropriate situations • Revises writing for content • Edits writing for conventions

Grade	Focus	Content	Organization	Style	Conventions
5	<ul style="list-style-type: none"> • Writes with one central idea in each paragraph • Writes with a clear awareness of audience, task, purpose • Distinct, controlling point of the piece is apparent • Chooses details that elaborate and support the central topic 	<ul style="list-style-type: none"> • Retells a story in writing • Writes full paragraphs on a topic and multiparagraph pieces • Writes to express a personal idea (story, poem) including characters, setting, events, conflict, resolution, literary devices • Writes to inform (list, letter, report) with topic and supporting details, including graphics • Elaborates details with description and examples • Writes and opinion with multiple reasons to support it that are appropriate to the audience; includes rebuttals of anticipated arguments • Writes journal entries with and without prompts 	<ul style="list-style-type: none"> • Writes a series of sentences in sequence with a beginning, middle, and end • Writes a topic sentence and related details grouped together • Shows use of logical order within and between paragraphs in a piece • Begins to make use of subtle organizational devices such as flashbacks, circular structure, etc. • Writes using transition words for classification, sequence, comparison, cause/effect, problem/solution • Writes a conclusion that summarizes key points 	<ul style="list-style-type: none"> • Uses attention-getting leads • Selects words carefully to convey meaning including appropriate nouns, strong verbs, adjectives, adverbs • Writes using a variety of sentence types including simple, compound, and complex • Varies sentence length in writing • Recognizes and uses a consistent tone throughout a piece (humor, sarcasm, etc.) • Begins to develop own literary voice in writing • Makes use of literary devices (simile, metaphor, hyperbole, personification, etc.) • Begins to reflect character through dialogue (use of dialect, slang) • Uses strong conclusions 	<ul style="list-style-type: none"> • Spells high frequency words, sight words, and words in spelling program correctly • Recognizes and uses correct capitalization • Shows correct use of subject/verb agreement • Shows correct use of pronoun reference • Shows an understanding of and consistent use of tense in a piece • Shows correct use of end marks, commas, apostrophes, quotation marks • Recognizes and uses nouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly • Recognizes and uses simple, compound, and complex sentence structures • Recognizes and uses a variety of sentence types (declarative, interrogative, exclamatory, imperative) • Chooses between manuscript and cursive letter formation in appropriate situations • Revises writing for content • Edits writing for conventions

<p>6</p>	<ul style="list-style-type: none"> • Writes with a sharp, distinct focus in each paragraph • Writes with a clear awareness of audience, task and purpose • Chooses details that elaborate and support the central topic in each paragraph • Establishes a single point of view throughout the piece 	<ul style="list-style-type: none"> • Writes using well-developed content appropriate for the topic • Gathers, determines the validity of, and organizes information • Chooses and employs the most effective format for audience, task and purpose • Writes in the narrative mode including short stories, poems and plays that incorporate dialogue and use literary conflict and other literary elements • Writes multi-paragraph informational pieces using relevant graphics, primary and secondary sources • Writes multi-paragraph pieces including relevant and elaborated details, information specific to the topic and focus, and illustrative examples • Writes persuasive pieces with a clearly stated position or opinion supported by convincing evidence and containing rebuttals of anticipated arguments • Writes journal entries with and without prompts 	<ul style="list-style-type: none"> • Writes to establish topic and purpose in an organized introduction • Writes with controlled and/or subtle organization throughout the piece (flashback, symmetry, etc.) • Sustains a logical order within sentences and between paragraphs using meaningful transitions • Reiterates the topic and purpose and summarizes key points in the conclusion 	<ul style="list-style-type: none"> • Writes using attention getting leads and "grabber" openings • Writes using careful word selection including words that appeal to the senses, encourage visualization and detail • Writes using different types and lengths of sentences including simple, compound, and complex • Writes using a consistent tone throughout the piece (humor, satire, etc.) • Exhibits own voice • Employs literary devices (simile, metaphor, hyperbole, personification, onomatopoeia) • Writes dialogue to effectively reflect literary character (slang, colloquialism, etc.) • Writes effective concluding sentences and conclusions 	<ul style="list-style-type: none"> • Spells common frequently used words correctly • Recognizes and uses capital letters correctly • Shows correct use of subject/verb agreement • Shows correct use of pronoun reference • Shows understanding and consistent use of tense throughout a piece (past, present, future, perfect,) • Recognizes and uses nouns, types of pronouns (subject, object, possessive, reflexive, demonstrative), types of adjectives, types of verbs (linking, transitive, intransitive, regular, irregular), types of adverbs (place, time, manner, degree), prepositions (phrases), conjunctions, interjections • Shows correct use of common punctuation marks, commas with interrupters and appositives, and parentheses, colons, semicolons, dashes, hyphens • Recognizes and uses complete sentences (simple, compound, complex - dependent, independent clauses, complements - direct and indirect objects, predicate adjectives, nominatives) • Chooses between manuscript and cursive letter formation
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					<p>in appropriate situations</p> <ul style="list-style-type: none">• Revises writing for content including organization, central idea, paragraph development, level of detail, style, tone, and word choice• Edits using conventions of language
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7	<ul style="list-style-type: none"> • Writes with a sharp, distinct focus in each paragraph • Writes with a clear awareness of audience, task, and purpose • Chooses details that elaborate and support the central topic in each paragraph • Establishes a single point of view throughout the piece 	<ul style="list-style-type: none"> • Writes using well-developed content appropriate for the topic • Gathers, determines the validity of, and organizes information • Chooses and employs the most effective format for audience, task and purpose • Writes in the narrative mode including short stories, poems, and plays that incorporate dialogue and literary elements • Writes multi-paragraph informational pieces using relevant graphics, primary and secondary sources • Writes multi-paragraph pieces including relevant and elaborated details, information specific to the topic and focus, and illustrative examples • Writes persuasive pieces with a clearly stated position or opinion supported by convincing evidence and containing rebuttals of anticipated arguments • Writes journal entries with and without prompts 	<ul style="list-style-type: none"> • Writes to establish topic and purpose in an organized introduction • Writes with controlled and/or subtle organization throughout the piece (flashback, symmetry, etc.) • Sustains a logical order within sentences and between paragraphs using meaningful transitions • Reiterates the topic and purpose and summarizes key points in the conclusion 	<ul style="list-style-type: none"> • Writes using attention getting leads and "grabber" openings • Writes using careful word selection including words that appeal to the senses, encourage visualization, and detail • Writes using different types and lengths of sentences including simple, compound, complex • Writes using a consistent tone throughout the piece (humor, satire, etc.) • Exhibits own voice • Employs literary devices (simile, metaphor, hyperbole, personification, onomatopoeia) • Writes dialogue to effectively reflect literary character (slang, colloquialisms, etc.) • Writes effective concluding sentences and conclusions 	<ul style="list-style-type: none"> • Spells common frequently used words correctly • Shows correct use of capital letters • Shows correct use of subject/verb agreement • Shows correct use of pronoun reference • Shows understanding and consistent use of tense throughout a piece (past, present, future, perfect.) • Recognizes and uses nouns, types of pronouns (subject, object, indefinite, reflexive, demonstrative, relative), types of adjectives (adjective clauses), types of verbs (linking, transitive, intransitive, regular, irregular, participles), types of adverbs (place, time, degree, manner) adverb clauses, prepositions (phrases), conjunctions (subordinating) and interjections • Shows correct use of common punctuation marks, commas with interrupters and appositives, and parentheses, colons, semicolons, hyphens, dashes, ellipses. • Recognizes and uses complete sentences (simple, compound, complex - dependent and independent clauses, complements- direct and indirect objects, predicate adjectives,
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					<p>nominatives)</p> <ul style="list-style-type: none">• Chooses among manuscript and cursive in appropriate situations• Revises writing for content including organization, central idea, paragraph development, level of detail, style and word choice• Edits using conventions of language
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<p>8</p>	<ul style="list-style-type: none"> • Writes with a sharp, distinct focus in each paragraph • Writes with a clear awareness of audience, task and purpose • Chooses details that elaborate and support the central topic in each paragraph • Establishes a single point of view throughout the piece 	<ul style="list-style-type: none"> • Writes using well-developed content appropriate for the topic • Gathers, determines the validity of, and organizes information • Chooses and employs the most effective format for audience, task, and purpose • Writes in the narrative mode (stories, plays, poems) incorporating dialogue and literary elements • Writes multi-paragraph informational pieces using relevant graphics, incorporating primary and secondary sources, and illustrating knowledge of text structures (problem/solution, cause/effect, etc.) • Writes multi-paragraph pieces including relevant and elaborated details, information specific to the topic and focus, and illustrative examples • Writes persuasive pieces with a clearly stated position or opinion supported by convincing evidence and containing rebuttals of anticipated arguments • Writes journal entries with and without prompts 	<ul style="list-style-type: none"> • Writes to establish topic and purpose in an organized introduction • Writes with controlled and/or subtle organization (flashback, circularity, etc.) • Sustains a logical order within and between sentences and paragraphs using meaningful transitions • Varies organizational methods • Reiterates the topic and purpose and summarizes key points in the conclusion 	<ul style="list-style-type: none"> • Writes using attention getting leads and "grabber" openings • Writes using careful word choice including words that appeal to the senses, encourage visualization, and add to detail • Writes using a variety of sentence types and lengths including simple, compound, complex • Writes using a consistent tone throughout the piece (humor, irony, etc.) • Exhibits own voice in writing • Employs literary devices (simile, metaphor, hyperbole, personification, foreshadowing, etc.) • Writes dialogue effectively to reflect literary characterization (slang, colloquialism, dialect, etc.) • Writes effective concluding sentences and conclusions 	<ul style="list-style-type: none"> • Spells common high frequency words correctly • Shows correct use of capital letters • Shows correct use of subject/verb agreement • Shows correct pronoun reference • Shows understanding and consistent use of tense throughout a piece (past, present, future, perfect) • Recognizes and uses nouns (absolutes), types of pronouns (subject, object, indefinite, reflexive, demonstrative, relative), types of adjectives (including clauses), types of verbs (linking, transitive, intransitive, regular, irregular, participles, infinitives, gerunds), types of adverbs (place, time, degree, manner, clauses), prepositions and prepositional phrases, conjunctions (subordinating) and interjections • Shows correct use of common punctuation marks, commas (including appositives, interrupters, etc.) parentheses, colons, semicolons, hyphens, dashes ellipses • Recognizes and uses complete sentences (simple, compound, complex - dependent and independent clauses, complements - direct
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					<p>and indirect objects, predicate adjectives, nominatives)</p> <ul style="list-style-type: none">• Chooses between manuscript and cursive in appropriate situations• Revises writing for content including organization, central ideas, paragraph development, level of detail, style and word choice• Edits using conventions of language
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9	<ul style="list-style-type: none"> • Writes with a sharp, distinct focus in each paragraph and throughout the piece • Writes with a clear awareness of audience, task and purpose • Chooses details that elaborate and support the central topic in each paragraph • Establishes a single point of view throughout the piece 	<ul style="list-style-type: none"> • Writes using well-developed content appropriate for the topic • Gathers, determines the validity of, and organizes information • Chooses and employs the most effective format for audience, task and purpose • Writes in the narrative mode (stories, plays, poems) incorporating dialogue and literary elements • Writes multi-paragraph informational pieces using relevant graphics, incorporating primary and secondary sources, and showing knowledge of text structures (problem/solution, cause/effect, etc.) • Writes multi-paragraph pieces including relevant and elaborated details, information specific to the topic and focus, and illustrative examples • Writes persuasive pieces with a clearly stated opinion or position supported by convincing evidence and containing rebuttals of anticipated arguments • Incorporates research into writing using appropriate referencing and annotations 	<ul style="list-style-type: none"> • Writes to establish topic and purpose in an organized introduction • Writes with controlled and/or subtle organization (flashback, circularity, etc.) • Sustains a logical order within and between sentences and paragraphs using meaningful transitions • Varies organizational methods • Reiterates the topic and purpose and summarizes key points in the conclusion 	<ul style="list-style-type: none"> • Writes using attention getting leads and "grabber" openings • Writes using careful word choice including words that appeal to the senses, encourage visualization and add to detail • Writes using a variety of sentence types and lengths including simple, compound, complex, and compound complex • Writes using a consistent tone throughout the piece (humor, sarcasm, etc.) • Exhibits own voice in writing • Employs literary devices (simile, metaphor, hyperbole, personification, foreshadowing, etc.) • Writes dialogue effectively to reflect literary characterization (slang, colloquialisms, dialect, etc.) • Writes effective concluding sentences and conclusions 	<ul style="list-style-type: none"> • Spells common frequently used words correctly • Shows correct use of capital letters • Shows correct use of subject/verb agreement • Shows correct pronoun reference • Shows understanding and consistent use of tense throughout the piece (past, present, future, perfect, progressive and emphatic) • Recognizes and uses nouns (absolutes, noun phrases), types of pronouns (subject, object, indefinite, reflexive, demonstrative, relative), types of adjectives (including clauses), types of verbs (linking, transitive, intransitive, regular, irregular, participles, infinitives, gerunds), types of adverbs (time, place, degree, manner and phrases), prepositions and prepositional phrases, conjunctions (including subordinating) and interjections • Identifies and corrects common usage problems such as passive versus active voice, dangling modifiers, fragments, nonstandard forms • Shows correct use of common punctuation marks, commas (including interrupters, appositives,
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		<ul style="list-style-type: none">• Writes journal entries with and without prompt			<p>etc.), parentheses, colons, semicolons, hyphens, dashes, ellipses, and brackets</p> <ul style="list-style-type: none">• Recognizes and uses complete sentences (simple, compound, complex, compound-complex)• Revises writing for content including level of detail, word usage, paragraph development, organization, stylistic elements• Edits using conventions of language
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10	<ul style="list-style-type: none"> • Writes with a sharp, distinct focus in each paragraph and throughout the piece • Writes with a clear awareness of audience, task and purpose • Chooses details and examples that elaborate and support the topic in each paragraph • Establishes a single point of view throughout the piece 	<ul style="list-style-type: none"> • Writes using well-developed content appropriate for the topic • Gathers, determines the validity of, and organizes information • Chooses and employs the most effective format for audience, task and purpose • Writes in the narrative mode (stories, plays, poems) incorporating dialogue and literary elements • Writes multi-paragraph informational pieces using relevant graphics, incorporating primary and secondary sources, and showing knowledge of text structures (problem/solution, cause/effect, etc.) • Writes multi-paragraph informational pieces including relevant and elaborated details, information specific to the topic and focus, and illustrative examples • Writes persuasive pieces with a clearly stated opinion or position supported by convincing evidence and containing rebuttals of anticipated arguments • Incorporates research into writing using appropriate referencing 	<ul style="list-style-type: none"> • Writes to establish topic and purpose in an organized introduction • Writes with controlled and/or subtle organization (flashback, parallelism, circularity, etc.) • Sustains a logical order within and between sentences and paragraphs using meaningful transitions • Varies organizational methods • Reiterates the topic and purpose and summarizes key points in the conclusion 	<ul style="list-style-type: none"> • Writes attention getting leads and "grabber" openings • Writes using careful word choice including words that appeal to the senses, encourage visualization and add to detail • Writes using a variety of sentence types and lengths including simple, compound, complex and compound-complex • Writes using a consistent tone throughout the piece (humor, sarcasm, etc.) • Exhibits own voice in writing • Employs literary devices (simile, metaphor, hyperbole, personification, foreshadowing, etc.) • Writes dialogue effectively to reflect literary characterization (slang, colloquialisms, dialect, etc.) • Writes effective concluding sentences and conclusions 	<ul style="list-style-type: none"> • Spells common frequently used words correctly • Shows correct use of capital letters • Shows correct use of subject/verb agreement • Shows correct pronoun reference • Shows understanding and consistent use of tense (past present, future, perfect, progressive, emphatic) • Recognizes and uses nouns (absolutes, noun phrases), types of pronouns (subject, object, indefinite, reflexive, demonstrative, relative), types of adjectives (including clauses), types of verbs (linking, transitive, intransitive, regular, irregular, participles, infinitives, gerunds), types of adverbs (time, place, manner, degree, phrases), prepositions and prepositional phrases, conjunctions (including subordinating), and interjections • Identifies and corrects common usage problems such as passive versus active voice, dangling modifiers, fragments, run-ons, nonstandard forms • Shows correct use of common punctuation marks, commas (including interrupters, appositives, etc.), parentheses, colons,
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		<p>and annotations</p> <ul style="list-style-type: none">• Writes journal entries with and without prompt			<p>semicolons, hyphens, dashes, ellipses, and brackets</p> <ul style="list-style-type: none">• Recognizes and uses complete sentences (simple, compound, complex, compound-complex)• Revises writing for content including level of detail, words usage, paragraph development, organization, and stylistic elements• Edits using conventions of language
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11	<ul style="list-style-type: none"> • Writes with a sharp, distinct focus in each paragraph and throughout the piece • Writes with a clear awareness of audience, task and purpose • Chooses details and examples that elaborate and support the topic in each paragraph • Establishes a single point of view throughout the piece 	<ul style="list-style-type: none"> • Writes using well-developed content appropriate for the topic • Gathers, determines the validity of, and organizes information • Chooses and employs the most effective format for audience, task and purpose • Writes in the narrative mode (stories, plays, poems) incorporating dialogue and literary elements • Writes multi-paragraph informational pieces using relevant graphics, incorporating primary and secondary sources, and showing knowledge of text structures (problem/solution, cause/effect, etc.) • Writes multi-paragraph informational pieces including relevant and elaborated details, information specific to the topic and focus, and illustrative examples • Writes persuasive pieces with a clearly stated opinion or position supported by convincing evidence and containing rebuttals of anticipated arguments • Writes a literary research paper using appropriate referencing, graphics, 	<ul style="list-style-type: none"> • Writes to establish topic and purpose in an organized introduction • Writes with controlled and/or subtle organization (flashback, parallelism, circularity, etc.) • Sustains a logical order within and between sentences and paragraphs using meaningful transitions • Varies organizational methods • Reiterates the topic and purpose and summarizes key points in the conclusion 	<ul style="list-style-type: none"> • Writes attention getting leads and "grabber" openings • Writes using careful word choice including words that appeal to the senses, encourage visualization and add to detail • Writes using a variety of sentence types and lengths including simple, compound, complex and compound-complex • Writes using a consistent tone throughout the piece (humor, sarcasm, etc.) • Exhibits own voice in writing • Employs literary devices (simile, metaphor, hyperbole, personification, foreshadowing, etc.) • Writes dialogue effectively to reflect literary characterization (slang, colloquialisms, dialect, etc.) • Writes effective concluding sentences and conclusions 	<ul style="list-style-type: none"> • Spells common frequently used words correctly • Shows correct use of capital letters • Shows correct use of subject/verb agreement • Shows correct pronoun reference • Shows understanding and consistent use of tense (past present, future, perfect, progressive, emphatic) • Recognizes and uses nouns (absolutes, noun phrases), types of pronouns (subject, object, indefinite, reflexive, demonstrative, relative), types of adjectives (including clauses), types of verbs (linking, transitive, intransitive, regular, irregular, participles, infinitives, gerunds), types of adverbs (time, place, manner, degree, phrases), prepositions and prepositional phrases, conjunctions (including subordinating), and interjections • Identifies and corrects common usage problems such as passive versus active voice, dangling modifiers, fragments, run-ons, nonstandard forms • Shows correct use of common punctuation marks, commas (including interrupters, appositives, etc.), parentheses, colons,
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		<p>sources, and annotations</p> <ul style="list-style-type: none">• Writes journal entries with and without prompt• Formulates and writes a personal statement including a record of activities, course work, experiences, honors, and interests			<p>semicolons, hyphens, dashes, ellipses, and brackets</p> <ul style="list-style-type: none">• Recognizes and uses complete sentences (simple, compound, complex, compound-complex)• Revises writing for content including level of detail, words usage, paragraph development, organization, and stylistic elements• Edits using conventions of language
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12	<ul style="list-style-type: none"> • Writes with a sharp, distinct focus in each paragraph and throughout the piece • Writes with a clear awareness of audience, task and purpose • Chooses details and examples that elaborate and support the topic in each paragraph • Establishes a single point of view throughout the piece 	<ul style="list-style-type: none"> • Writes using well-developed content appropriate for the topic • Gathers, determines the validity of, and organizes information • Chooses and employs the most effective format for audience, task and purpose • Writes in the narrative mode (stories, plays, poems) incorporating dialogue and literary elements • Writes multi-paragraph informational pieces using relevant graphics, incorporating primary and secondary sources, and showing knowledge of text structures (problem/solution, cause/effect, etc.) • Writes multi-paragraph informational pieces including relevant and elaborated details, information specific to the topic and focus, and illustrative examples • Writes persuasive pieces with a clearly stated opinion or position supported by convincing evidence and containing rebuttals of anticipated arguments • Incorporates research into writing using appropriate referencing 	<ul style="list-style-type: none"> • Writes to establish topic and purpose in an organized introduction • Writes with controlled and/or subtle organization (flashback, parallelism, circularity, etc.) • Sustains a logical order within and between sentences and paragraphs using meaningful transitions • Varies organizational methods • Reiterates the topic and purpose and summarizes key points in the conclusion 	<ul style="list-style-type: none"> • Writes attention getting leads and "grabber" openings • Writes using careful word choice including words that appeal to the senses, encourage visualization and add to detail • Writes using a variety of sentence types and lengths including simple, compound, complex and compound-complex • Writes using a consistent tone throughout the piece (humor, sarcasm, etc.) • Exhibits own voice in writing • Employs literary devices (simile, metaphor, hyperbole, personification, foreshadowing, etc.) • Writes dialogue effectively to reflect literary characterization (slang, colloquialisms, dialect, etc.) • Writes effective concluding sentences and conclusions 	<ul style="list-style-type: none"> • Spells common frequently used words correctly • Shows correct use of capital letters • Shows correct use of subject/verb agreement • Shows correct pronoun reference • Shows understanding and consistent use of tense (past present, future, perfect, progressive, emphatic) • Recognizes and uses nouns (absolutes, noun phrases), types of pronouns (subject, object, indefinite, reflexive, demonstrative, relative), types of adjectives (including clauses), types of verbs (linking, transitive, intransitive, regular, irregular, participles, infinitives, gerunds), types of adverbs (time, place, manner, degree, phrases), prepositions and prepositional phrases, conjunctions (including subordinating), and interjections • Identifies and corrects common usage problems such as passive versus active voice, dangling modifiers, fragments, run-ons, nonstandard forms • Shows correct use of common punctuation marks, commas (including interrupters, appositives, etc.), parentheses, colons,
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		<p>and annotations</p> <ul style="list-style-type: none">• Writes journal entries with and without prompt• Develops and writes a personal resume			<p>semicolons, hyphens, dashes, ellipses, and brackets</p> <ul style="list-style-type: none">• Recognizes and uses complete sentences (simple, compound, complex, compound-complex)• Revises writing for content including level of detail, words usage, paragraph development, organization, and stylistic elements• Edits using conventions of language
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**PENNSYLVANIA WRITING AND LITERATURE PROJECT
PRIMARY WRITING ASSESSMENT DOMAIN SCORING GUIDE
GRADES 2 & 3**

SCORE	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
	Awareness of topic	Ideas developed through facts, examples, details, anecdotes, opinions, reasons, and/or explanations	Order of ideas and sense of overall structure	Choice, use, and arrangement of words and sentence structures	Grammar, mechanics, spelling, sentence formation, and concepts of print
4	All ideas relate to a topic	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Has beginning, middle, and end; related ideas are grouped together, and in logical order	Variety of sentences and/or colorful language purposefully used to create tone and voice	Evident control of mechanics, grammar, sentence formation, some internal punctuation and correct spelling of most high frequency words
3	Some ideas relate to a topic	Sufficiently developed content with adequate elaboration or explanation	Has beginning, middle, and end; most/some related ideas grouped together	Some variety of sentence and/or colorful language	Control of most end punctuation and capitalization; some invented spelling; many high frequency words spelled correctly
2	Minimal evidence of a topic (i.e., one sentence)	Limited content with inadequate elaboration or explanation	Content may be confused or mixed up; attempt to establish a beginning, middle, and/or end, but parts are missing	Limited word choice and sentence structure (same words and structures used over and over again)	Sentence sense apparent with or without correct mechanics; many groups of letters can be read as words; some high frequency words spelled correctly
1	Evident through picture with label	Superficial and/or minimal content	Minimal content or no evident control over content	Not evident	Some recognizable letter, letter strings, or groups; little or no sound-symbol correspondence
1a	Picture with or without scribble writing	Picture with or without scribble writing	Picture with or without scribble writing	Picture with or without scribble writing	Picture with or without scribble writing

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

SCORE	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
	The single controlling point made with an awareness of task (mode) about a specific	The presence of ideas developed through facts, examples, anecdotes, details, opinions,	The order developed and sustained within and across paragraphs using transitional	The choice, use and arrangement of words and sentence structures that create tone and	Grammar, mechanics, spelling, usage and sentence formation

	topic	statistics, reasons, and/or explanations	devices and including introduction and conclusion	voice	
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

NON-SCOREABLE	OFF-PROMPT
<ul style="list-style-type: none"> • Is illegible; i.e., includes so many undecipherable words that no sense can be made of the response • Is incoherent, i.e., words are legible but syntax is so garbled that response makes no sense • Is insufficient response; i.e., does not include enough for domains to be assessed adequately • Is a blank paper 	<ul style="list-style-type: none"> • Is readable but did not respond to prompt

**WORKING PORTFOLIO
GRADES 1-12**

The working portfolio begins when the student enrolls in the district and is an on-going collection of each student’s writing. This portfolio is started each year and the contents become the property of the student at the end of the academic year or when the student leaves the district. (The working portfolio remains with the classroom teacher or English Teacher during the school year).

Grades 1-5: *Minimum yearly requirements*

Evidence of Writing Process	Variety of Samples in the Modes	Writing Across the Curriculum	Student Reflection Grades 3-5
1. Pre-Writing	Informative	Language Arts	1. Student Choice
2. Draft	Narrative	Mathematics	2. Student Reflection
3. Revision	Persuasive	Science	a. reasons for choice b. strength of piece c. growth as a writer
4. Editing	Poetry	Social Studies	
5. Final Draft			

- This table can be used as a teacher checklist.

Grades 6-12: *Minimum yearly requirements for English*
(8 pieces / 2 per Marking Period)

Pre-Writing	Informative
Revision Evidence	Personal
Process Piece	Descriptive
Narrative	Research Assignment
Persuasive	Business

3 optional pieces: poetry, diary/journal entry, interview writing, book report, drama, short story, letter

Grades 6-12: Other Content Areas

The yearly requirement for students in academic content areas is one scored writing assignment (PSSA Rubric) in Math, Science, and Social Studies per marking period. The mode is either informative or persuasive. Students may place any one of these pieces into their working portfolios.

**REQUIRED CONTENTS CHECKLIST
GRADES 6-12**

STUDENT NAME _____ GRADE _____

***Direction:** Students should check off when there is an example of each requirement in the portfolio. Each requirement needs to be demonstrated in a different piece of writing.*

<u>Assignment</u>	<u>Title</u>	<u>Completion Date</u>
1. WRITING PROCESS		
PRE-WRITING	_____	_____
Draft	_____	_____
REVISION	_____	_____
EDIT	_____	_____
PUBLISH	_____	_____
2. NARRATIVE	_____	_____
3. INFORMATIONAL		
REFLECTIVE	_____	_____
DESCRIPTIVE	_____	_____
RESEARCH	_____	_____
4. PERSUASIVE	_____	_____
5. BEST PIECE (with JUSTIFICATION/PROGRESS AS A WRITER Attached)	_____	_____
6. OTHER CONTENT	_____	_____
7. POEM	_____	_____
8. OPTIONAL		
PLAY	_____	_____
SPECIALTY AREA	_____	_____
OTHER	_____	_____

District Level Assessments for Progress Monitoring

Writing Prompts

Grades 1-5: 2 prompts a year (One Fall / One Spring)

MS English: 2 prompts a year (One Fall / One Spring)

HS English: 2 prompts a year (One Fall / One Spring)

Research and Resources

Articles on Writing

Wanket, M.O. (Sept. 2005). "Building the Habit of Writing".

Educational Leadership.

- Benefits of Journal Writing
- The Habits of Reflection

Romano, T. (Oct. 2004). "The Power of Voice".

Educational Leadership.

- Authentic Voice

Bomer, R. (Oct. 2004). "Speaking Out for Social Action".

Educational Leadership.

- The Writer's Notebook
- Democracy

Yell, M. (Nov. 2002). "Putting Gel Pen to Paper".

Educational Leadership.

- Sentence Synthesis
- Question All-Write
- Outcome Sentences
- Frames
- Writing Every Day

Science Writing

Iclentschy, M. (Nov./Dec. 2005). "Science Notebook Essentials".

Science & Children.

- Links Literacy Skills to Science
- Six Researched-based Science Notebook Components
- Connection to Standards

Gilbert, J. & Kotelman, M. (Nov./Dec. 2005). "Five Good Reasons to Use Science Notebooks". *Science & Children.*

Notebooks as a Thinking Tool

Notebooks enhance Literacy Skills

Develop Expository Writing

Notebooks Support Differentiated Learning

Straits, W. (Nov./Dec. 2005). "Mystery Box Writing"

Science & Children.
Develop Observation Skills
Motivations to Write

Akosn, V. & Young, T. (Nov./Dec. 2005). "Science in the Write Way".
Science & Children.
Non-Fiction Writing Activities
Inference Charts
Journals

Math Writing

Burns, M. (Oct. 2004). "Writing in Math".
Educational Leadership.

- Assignments
- Strategies

Kenney, J. M. (2005). *Literacy Strategies for Improving Mathematics Instruction.* ASCD.

- Math as Language
- Reading & Writing in the Math Classroom
- Graphic Representation in the Math Classroom

Social Studies Writing

Allen, Janet. (2005). *Reading History: A Practical Guide to Improving Literacy.* Oxford University Press

Books on Writing

Lane, B. (1993). *After the End: Teaching and Learning Creative Revision.* Heinemann. NH. ISBN 0-435-08714-2.

Lane, B. (1999). *Reviser's Toolbox.* Shoreham, VT: Discover Writing Press. ISBN 0-9656574-4-2.

Fletcher, R. (1993). *What A Writer Needs.* NH: Heinemann. ISBN 0-435-08734-7.

Fletcher, R. & Portalupi, J. (1998). *Craft Lessons: Teaching Writing K-8.*

ME: Stenhouse Publishers. ISBN 1 57110 073 3.

Fletcher, R. & Portalupi, J. (2001). *Nonfiction Craft Lessons: Teaching Information Writing K-8*. ME: Stenhouse Publishers.

Resource Binders

Elementary Writing Resource Binder, Loomis 2005
Grades K-5

Language Arts Curriculum Handbook, Himes 2005
Grades K-5

Creating Strategic Learners, Himes 2005

Write Source Handbooks

Program Guide K-3

Writer's Express, 1995
Grades 4 & 5

Write Source 2000, 1999
Grades 6-7

Write Source 2000, 2005
Grade 8

Writer's Inc., 2001
Grades 9 & 10

Write for College, 1997
Grades 11 & 12

Writing Institutes

Ralph Fletcher's What a Writer Needs

Vicki Spandel's The 9 Rights of Every Writer: Guide for Teachers

Katie Wood Ray's Writing Workshop: The Hard Parts and They're
All Hard Parts (elementary)

Kirby, Kirby, and Liner's Inside Out, Strategies for Teaching
Writing (middle and secondary participants)

Randy Boemer's A Time for Meaning

Academic Standards for Reading, Writing, Speaking and Listening

1.4. Types of Writing			
1.4.3. GRADE 3	1.4.5. GRADE 5	1.4.8. GRADE 8	1.4.11. GRADE 11
<p><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></p>			
<p>A. Write narrative pieces (e.g., stories, poems, plays).</p> <ul style="list-style-type: none"> • Include detailed descriptions of people, places and things. • Use relevant illustrations. • Include literary elements (Standard 1.3.3.B.). <p>B. Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.</p>	<p>A. Write poems, plays and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Include detailed descriptions of people, places and things. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.5.B.). • Use literary devices (Standard 1.3.5.C.). <p>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., 	<p>E. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.8.B.). • Use literary devices (Standard 1.3.8.C.). <p>F. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., 	<p>E. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic). • Include literary elements (Standard 1.3.11.B.). • Use literary devices (Standard 1.3.11.C.). <p>F. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none"> • Include a variety of methods to develop the main idea. • Use precise language and specific detail.

Academic Standards for Reading, Writing, Speaking and Listening

<p>C. Write an opinion and support it with facts.</p>	<p>maps, charts, graphs, tables, illustrations, photographs).</p> <p>C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.</p>	<p>maps, charts, graphs, tables, illustrations, photographs).</p> <ul style="list-style-type: none"> • Use primary and secondary sources. <p>G. Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. <p>H. Maintain a written record of activities, course work, experience, honors and interests.</p>	<ul style="list-style-type: none"> • Include cause and effect. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources. <p>G. Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. • Include a variety of methods to advance the argument or position. <p>H. Maintain a written record of activities, course work, experience, honors and interests.</p> <p>I. Write a personal resum—.</p>
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Academic Standards for Reading, Writing, Speaking and Listening

1.5. Quality of Writing			
1.5.3. GRADE 3	1.5.5. GRADE 5	1.5.8. GRADE 8	1.5.11. GRADE 11
<p><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></p>			
<p>E. Write with a sharp, distinct focus identifying topic, task and audience.</p> <p>F. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information. • Write a series of related sentences or paragraphs with one central idea. • Incorporate details relevant and appropriate to the topic. <p>G. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order. • Include a recognizable beginning, middle and end. 	<p>E. Write with a sharp, distinct focus identifying topic, task and audience.</p> <p>F. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize and select the most effective information appropriate for the topic, task and audience. • Write paragraphs that have a topic sentence and supporting details. <p>G. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Include an identifiable introduction, body and conclusion. 	<p>G. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish a single point of view. <p>H. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. <p>I. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	<p>G. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish and maintain a single point of view. <p>H. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, analyze and organize information. • Employ the most effective format for purpose and audience. • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. <p>I. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion.

Academic Standards for Reading, Writing, Speaking and Listening

<p>H. Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs. <p>A. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun "I"). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). <p>• Present and/or defend written work for publication when appropriate.</p>	<p>H. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer's meaning. • Develop and maintain a consistent voice. <p>F. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p> <p>• Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). <p>• Present and/or defend written work for publication when appropriate.</p>	<p>J. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. <p>F. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p> <p>• Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>D. Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language. <p>A. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>• Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). <p>• Present and/or defend written work for publication when appropriate.</p>
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GLOSSARY

CONVENTIONS - The rules and guidelines of a language which are used when you want to be correct in your writing.

DISTRICT WRITING ASSESSMENT – A timed writing in which students respond to a prompt in one of three modes: narrative, informative, or persuasive. (See page 1 for definitions of each mode). A district team of teachers scores this piece using the PSSA Domain Guide.

DOMAIN SCORING – Student writing is evaluated according to five domains: focus, content, organization, style, and conventions. A twenty (20) point scale is utilized. For each of the five domains, students are assigned a value of 0-4. Scores for each domain are added together. Students receive a score between 0-20 (0-worst; 20-best).

FOCUS CORRECTION AREAS (FCAs) – Focus correction is a selective approach to correcting student writing. Teachers select one, two, or three critical problem areas and correct only for those areas.

MODES OF WRITING – A mode is a type of writing. (See page 1 for the definitions of each mode).

PERFORMANCE TASK – An open-ended question that provides student with the opportunity to construct written responses, tapping into higher-level thinking, and problem-solving skills.

PROMPT – A statement about a specific topic, constructed to motivate students’ thoughts, and elicit their best writing on a topic.

READER RESPONSE – An assessment in which students read a short passage and respond writing to a performance task. A district team of teachers using the PSSA Reading Assessment Rubric scores this piece.

SCORING GUIDE/RUBRIC – A set of criteria for judging student work on performance-based tasks.

SHOW PORTFOLIO – The show portfolio begins when the student enrolls in the district. The goal of this portfolio is to show growth in writing over time. Writing samples are added to the portfolio each year. These samples include scored pieces and a written reflection of a self-selected piece. This portfolio becomes the property of the student at the end of Grade 12 or when the student leaves the district.

STUDENT REFLECTION – A written self-analysis of a student-selected piece. In this reflection the student tells why this piece was selected, indicates the strengths it shows, and explains how he/she has improved since September. The analysis concludes with a statement about areas that still need improvement.

WORKING PORTFOLIO – The working portfolio begins when the student enrolls in the district and is an on-going collection of each student’s writing. This portfolio is started each year and the contents become the property of the student at the end of the academic year or when the student leaves the district. Designated pieces will be moved to the show portfolio at the end of the school year.

WRITING PROCESS – This is a five-step process: prewriting, drafting, revising, editing, and publishing.