

5th Grade Writing Standards
Fayette County Public Schools

Real World Writing

INTERMEDIATE WRITING EXIT PERFORMANCE STANDARD 1: Produce real world writing by using appropriate types, forms, and grammatical and mechanical conventions to communicate ideas and information to different audiences for different purposes.

Transactive, Personal Expressive, Literary, Reflective, Writing-to-demonstrate-learning (e.g., open-response answers), Writing-to-learn (e.g., notes & outlines)

Utilizes appropriate form of writing for purpose and audience; applies appropriate conventions (e.g., lists, notes, outlines, as opposed to published pieces)

Uses a process approach to create real-world pieces for authentic audiences; pieces possess the elements and characteristics appropriate to form of writing:

- **transactive** (predict an outcome, defend a position, draw a conclusion, or explain a concept or process)
- **personal expressive** (personal narrative and memoir)
- **literary** (short story, poem, or script)
- **reflective** (letter to reviewer OR reflective paragraphs attached to other portfolio type pieces)

Applies writing-to-learn strategies in response to reading, listening, observing, and inquiry:

- note-taking
- outlining
- graphic organizers
- learning logs and/or response journals

Writes to demonstrate learning in response to reading listening, observing, and inquiry:

- open-response answers
- graphic organizers
- essays and reports

Applies criteria for effective writing from Holistic Scoring Guide:

- Purpose/Audience - Focused on a purpose; includes elements and characteristics appropriate to purpose and form; communicates with an audience; evidence of voice and/or suitable tone
- Idea Development/Supporting Details - Supports depth of idea development with elaborated, relevant details
- Organization - Provides logical, coherent organization
- Sentences - Controls and varies sentence structure
- Language - Uses acceptable, effective language
- Correctness - Makes few errors in spelling, punctuation, and capitalization relative to length and complexity

On-Demand Writing

INTERMEDIATE WRITING EXIT PERFORMANCE STANDARD 2: Produce writing in an on-demand (90-minute) situation that narrates, persuades, or responds to a text, graphic, chart or real world experience (e.g., current event, performance, work of art) in the form of a letter, and article, an editorial and/or a speech.

Use the process approach to compose effective writing with a specific audience and purpose:

- Letter
- Article
- Editorial

Demonstrates independent application of criteria for effective writing when composing, revising, and editing on-demand writing:

- Purpose/Audience
- Idea Development/Supporting Details
- Organization
- Sentences
- Language
- Correctness

Applies writing strategies and skills independently

Inquiry and Technology as Communication

INTERMEDIATE WRITING EXIT PERFORMANCE STANDARD 3: Use technology to gather, organize, manipulate, and express ideas and information for a variety of authentic audiences and purposes.

Keyboards entire alphabet and punctuation by touch, using correct fingers of correct hand

Incorporates technology tools throughout writing process

Uses technology to gather information:

- CD ROM
- Web search
- Electronic resources (e.g., laser disc, video)
- Video conferencing

Communicates electronically with others

Incorporates computer generated graphics, tables, and charts to enhance idea development

Manipulates layout to enhance communication through use of organizational techniques appropriate to form of writing

Chooses technology tool(s) appropriate to task

4th Grade Writing Standards
Fayette County Public Schools

Real World Writing

INTERMEDIATE WRITING EXIT PERFORMANCE STANDARD 1: Produce real world writing by using appropriate types, forms, and grammatical and mechanical conventions to communicate ideas and information to different audiences for different purposes.

Transactive, Personal Expressive, Literary, Reflective, Writing-to-demonstrate-learning (e.g., open-response answers), Writing-to-learn (e.g., notes & outlines)

Varies form of writing and use of conventions according to purpose and audience (e.g., lists, notes, outlines, as opposed to published pieces)

Uses a process approach to create real-world pieces for authentic audiences; pieces possess the elements and characteristics appropriate to form of writing:

- **transactive** (predict an outcome, defend a position, draw a conclusion, or explain a concept or process)
- **personal expressive** (personal narrative and memoir)
- **literary** (short story, poem, or script)
- **reflective** (letter to the reviewer)

Applies writing-to-learn strategies in response to reading, listening, observing, and inquiry:

- note-taking
- outlining
- graphic organizers
- learning logs and/or response journals

Writes to demonstrate learning in response to reading listening, observing, and inquiry:

- open-response answers
- graphic organizers
- essays and reports

Applies criteria for effective writing from Holistic Scoring Guide:

- Purpose/Audience - Focused on a purpose; includes elements and characteristics appropriate to purpose and form; communicates with an audience; evidence of voice and/or suitable tone
- Idea Development/Supporting Details - Supports depth of idea development with elaborated, relevant details
- Organization - Provides logical, coherent organization
- Sentences - Controls and varies sentence structure
- Language - Uses acceptable, effective language
- Correctness - Makes few errors in spelling, punctuation, and capitalization relative to length and complexity

On-Demand Writing

INTERMEDIATE WRITING EXIT PERFORMANCE STANDARD 2: Produce writing in an on-demand (90-minute) situation that narrates, persuades, or responds to a text, graphic, chart or real world experience (e.g., current event, performance, work of art) in the form of a letter, and article, an editorial and/or a speech.

Use the process approach to compose effective writing with a specific audience and purpose:

- letter
- article

Demonstrates independent application of criteria for effective writing when composing, revising, and editing on-demand writing:

- Purpose/Audience
- Idea Development/Supporting Details
- Organization
- Sentences
- Language
- Correctness

Applies writing strategies and skills independently

Inquiry and Technology as Communication

INTERMEDIATE WRITING STANDARD 3: Use technology to gather, organize, manipulate, and express ideas and information for a variety of authentic audiences and purposes.

Keyboards entire alphabet and punctuation by touch, using correct fingers of correct hand

Incorporates technology tools throughout writing process

Uses technology to gather information:

- CD ROM
- Web search
- Electronic resources (e.g., laser disc, video)
- Video conferencing

Communicates electronically with others

Incorporates computer generated graphics, tables, and charts to enhance idea development

Manipulates layout to enhance communication through use of organizational techniques appropriate to form of writing

	Chooses technology tool(s) appropriate to task
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3rd Grade/P3 (8-yr. olds) Writing Standards
Fayette County Public Schools

Real World Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 1: Produce real world writing by using appropriate types, forms, and grammatical and mechanical conventions to communicate ideas and information to different audiences for different purposes.

Transactive, Personal Expressive, Literary, Reflective, Writing-to-demonstrate-learning (e.g., open-response answers), Writing-to-learn (e.g., notes & outlines)

Varies form of writing and use of conventions according to purpose and audience (e.g., lists, notes, outlines, as opposed to published pieces)

Uses a process approach to create real-world pieces for authentic audiences; demonstrates awareness of elements and characteristics appropriate to form of writing:

- **transactive** (feature article, how-to pieces, letters, opinion pieces, etc.)
- **personal expressive** (personal narrative and memoir)
- **literary** (short story, poem, or script)
- **reflective** (letter to reviewer OR reflective paragraphs attached to other portfolio type pieces)

Applies writing-to-learn strategies in response to reading, listening, observing, and inquiry:

- note-taking
- outlining
- graphic organizers
- learning logs and/or response journals

Writes to demonstrate learning in response to reading listening, observing, and inquiry:

- open-response answers
- graphic organizers
- essays and reports

Applies criteria for effective writing from Holistic Scoring Guide:

- Purpose/Audience - Focused on a purpose; includes elements and characteristics appropriate to purpose and form; communicates with an audience; evidence of voice and/or suitable tone
- Idea Development/Supporting Details - Supports idea development with relevant, specific details
- Organization - Provides logical organization with meaningful order; uses transitions to connect ideas, events, and sections; provides effective lead and conclusion; uses paragraphs
- Sentences - Uses complete sentences and varies sentence structure/length
- Language - Uses acceptable, effective language
- Correctness - Makes few errors in spelling, punctuation, and capitalization relative to length and complexity

On-Demand Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 2: Produce writing in an on-demand situation (limited time) that narrates, persuades, or responds to a text, graphic, chart or real world experience (e.g., current event, performance, work of art) in the form of a letter, and article, an editorial and/or a speech.

Use the process approach to compose effective writing with a specific audience and purpose:

- letter
- article
- editorial

Demonstrates independent application of criteria for effective writing when composing, revising, and editing on-demand writing:

- Purpose/Audience
- Idea Development/Supporting Details
- Organization
- Sentences
- Language
- Correctness

Applies writing strategies and skills independently

Inquiry and Technology as Communication

PRIMARY WRITING EXIT PERFORMANCE STANDARD 3: Use technology to gather, organize, manipulate, and express ideas and information for a variety of authentic audiences and purposes.

Keyboard entire alphabet and punctuation by touch, using correct fingers of correct hand

Incorporates technology tools throughout writing process

Uses technology to gather information:

- CD ROM
- Web search
- Electronic resources (e.g., laser disc, video)
- Video conferencing

Communicates electronically with others

Incorporates computer generated graphics, tables, and charts to enhance idea development

Manipulates layout to enhance communication through use of organizational techniques appropriate to form of writing

Chooses technology tool(s) appropriate to task

2nd Grade/P2 (7-yr. olds) Writing Standards
Fayette County Public Schools

Real World Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 1: Produce real world writing by using appropriate types, forms, and grammatical and mechanical conventions to communicate ideas and information to different audiences for different purposes.

Transactive, Personal Expressive, Literary, Reflective, Writing-to-demonstrate-learning (e.g., open-response answers), Writing-to-learn (e.g., notes & outlines)

Varies form of writing and use of conventions according to purpose and audience (e.g., lists, notes, outlines, as opposed to published pieces)

Uses a process approach to create real-world pieces for authentic audiences; demonstrates awareness of elements and characteristics appropriate to form of writing:

- **transactive** (feature article, how-to pieces, letters, opinion pieces, etc.)
- **personal expressive** (personal narrative and memoir)
- **literary** (short story, poem, or script)
- **reflective** (explains what author likes about piece and how author made piece clearer; letter to reviewer OR reflective paragraphs attached to other portfolio type pieces)

Applies writing-to-learn strategies in response to reading, listening, observing, and inquiry:

- note-taking
- outlining
- graphic organizers
- learning logs and/or response journals

Writes to demonstrate learning in response to reading listening, observing, and inquiry:

- open-response answers
- graphic organizers
- reports
- diagrams

Applies criteria for effective writing from Holistic Scoring Guide:

- Purpose/Audience - Focused on a purpose; includes elements and characteristics appropriate to purpose and form; shows some awareness of audience needs; evidence of voice and/or appropriate tone
- Idea Development/Supporting Details - Supports ideas with relevant, specific details
- Organization - Demonstrates logical order with recognizable organization, lead, and conclusion; groups like ideas; uses some transitions between ideas and sections
- Sentences - Writes complete sentences; begins to use some variety of structure/length
- Language - Uses words appropriate for purpose and audience; uses words correctly
- Correctness - Spells most high frequency words correctly; includes some approximations for difficult words; uses correct grammar; demonstrates attention to conventions (end-marks and punctuation)

On-Demand Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 2: Produce writing in an on-demand situation (limited time) that narrates, persuades, or responds to a text, graphic, chart or real world experience (e.g., current event, performance, work of art) in the form of a letter, and article, an editorial and/or a speech.

Use the process approach to compose effective writing with a specific audience and purpose:

- letter
- article

Demonstrates independent application of criteria for effective writing when composing, revising, and editing on-demand writing:

- Purpose/Audience
- Idea Development/Supporting Details
- Organization
- Sentences
- Language
- Correctness

Applies writing strategies and skills independently

Inquiry and Technology as Communication

PRIMARY WRITING EXIT PERFORMANCE STANDARD 3: Use technology to gather, organize, manipulate, and express ideas and information for a variety of authentic audiences and purposes.

Use left and right hands correctly to locate and use letter and number keys

Incorporates technology tools throughout writing process

Uses technology to gather information:

- CD ROM
- Web search
- Electronic resources (e.g., laser disc, video)

Communicates electronically with others

Begins to incorporate computer generated graphics, tables, and charts to enhance idea development

Begins to manipulate layout to enhance communication through use of

	organizational techniques appropriate to form of writing
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	Chooses technology tool(s) appropriate to task
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1st Grade/P1 (6-yr. olds) Writing Standards
Fayette County Public Schools

Real World Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 1: Produce real world writing by using appropriate types, forms, and grammatical and mechanical conventions to communicate ideas and information to different audiences for different purposes.

Transactive, Personal Expressive, Literary, Reflective, Writing-to-demonstrate-learning (e.g., open-response answers), Writing-to-learn (e.g., notes & outlines)

Begins to vary form of writing and use of conventions according to purpose and audience (e.g., lists, notes, outlines, as opposed to published pieces)

Uses a process approach to create real-world pieces for authentic audiences; demonstrates awareness of elements and characteristics appropriate to form of writing:

- **transactive** (feature article, how-to pieces, letters, opinion pieces, etc.)
- **personal expressive** (personal narrative and memoir)
- **literary** (short story, poem, or script)
- **reflective** (explains what author likes about piece, how author made piece clearer, etc in a letter to reviewer OR reflective paragraphs attached to other portfolio type pieces)

Applies writing-to-learn strategies in response to reading, listening, observing, and inquiry:

- note-taking
- outlining
- graphic organizers
- learning logs and/or response journals

Writes to demonstrate learning in response to reading listening, observing, and inquiry:

- open-response answers
- graphic organizers

Applies criteria for effective writing from Holistic Scoring Guide:

- Purpose/Audience – begins to focus on a purpose; demonstrates some elements and characteristics appropriate to purpose and form; begins to show some evidence of an awareness of audience needs; begins to use individual voice and/or appropriate tone
- Idea Development/Supporting Details - Includes relevant details in writing and drawings
- Organization - Includes recognizable and logical beginning, middle and end; borrows structures from models; begins to groups like ideas
- Sentences - Writes complete sentences; uses simple sentences
- Language - Uses words correctly with evidence of correct word usage (e.g., subject/verb agreement)
- Correctness - Spells many high frequency words correctly; includes approximations for difficult words; demonstrates attention to conventions (capitalization, end-marks)

On-Demand Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 2: Produce writing in an on-demand situation (limited time) that narrates, persuades, or responds to a text, graphic, chart or real world experience (e.g., current event, performance, work of art) in the form of a letter, and article, an editorial and/or a speech.

Use the process approach to compose effective writing with a specific audience and purpose:

- Letter

Demonstrates independent application of criteria for effective writing when composing, revising, and editing on-demand writing:

- Purpose/Audience
- Idea Development/Supporting Details
- Organization
- Sentences
- Language
- Correctness

Applies writing strategies and skills independently

Inquiry and Technology as Communication

PRIMARY WRITING EXIT PERFORMANCE STANDARD 3: Use technology to gather, organize, manipulate, and express ideas and information for a variety of authentic audiences and purposes.

Begins to use left and right hands correctly to locate and use letter and number keys

Begins to incorporate technology tools throughout writing process

Begins to use technology to gather information:

- CD ROM
- Web search
- Electronic resources (e.g., laser disc, video)
- Listening/Viewing Stations

Begins to communicate electronically with others

Begins to incorporates computer generated graphics, tables, and charts to enhance idea development

Begins to manipulates layout to enhance communication through use of organizational techniques appropriate to form of writing

Begins to chooses technology tool(s) appropriate to task

Kindergarten/EL (5-yr. olds) Writing Standards

Fayette County Public Schools

Real World Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 1: Produce real world writing by using appropriate types, forms, and grammatical and mechanical conventions to communicate ideas and information to different audiences for different purposes.

Transactive, Personal Expressive, Literary, Reflective, Writing-to-demonstrate-learning (e.g., open-response answers), Writing-to-learn (e.g., notes & outlines)

Demonstrates an understanding that the form of writing varies according to purpose and audience (e.g., lists and notes as opposed to published pieces)

Uses a process approach to create real-world pieces for authentic audiences; demonstrates some awareness of elements and characteristics appropriate to form of writing:

- **Transactive** (feature article, how-to pieces, letters, opinion pieces, etc.)
- **personal expressive** (personal narrative and memoir)
- **literary** (short story, poem, or script)
- **reflective** (orally explains what author likes about piece or how author made piece clearer)

Applies writing-to-learn and drawing-to-learn strategies in response to reading, listening, observing, and inquiry:

- note-taking
- graphic organizers
- learning logs and/or response journals

Writes and draws to demonstrate learning in response to reading, listening, observing, and inquiry:

- open-response answers
- graphic organizers

Applies criteria for effective writing from Holistic Scoring Guide:

- Purpose/Audience – Focuses on a topic; understands that writing and drawings communicate specific ideas to an audience for a purpose; demonstrates awareness of some elements and characteristics appropriate to purpose and form;
- Idea Development/Supporting Details – Supports ideas with relevant details in drawings and writing; uses words, phrases, or some simple sentences to describe drawings
- Organization - Includes recognizable and logical beginning, middle and end; borrows structures from models; demonstrates directionality
- Sentences - Indicates complete thoughts when “reading” own writing; words resemble sentences; begins to include some simple sentences
- Language – Experiments with words by using approximations to represent words;
- Correctness – Uses initial and final consonants; spells some high frequency words correctly; includes approximations for difficult words; begins to demonstrates attention to conventions (capitalization, end-marks)

On-Demand Writing

PRIMARY WRITING EXIT PERFORMANCE STANDARD 2: Produce writing in an on-demand situation (limited time) that narrates, persuades, or responds to a text, graphic, chart or real world experience (e.g., current event, performance, work of art) in the form of a letter, and article, an editorial and/or a speech.

Use the process approach to compose effective writing with a specific audience and purpose:

- note
- message

Demonstrates independent application of criteria for effective writing when composing, revising, and editing on-demand writing:

- Purpose/Audience
- Idea Development/Supporting Details
- Organization
- Sentences
- Language
- Correctness

Applies writing strategies and skills independently

Inquiry and Technology as Communication

PRIMARY WRITING EXIT PERFORMANCE STANDARD 3: Use technology to gather, organize, manipulate, and express ideas and information for a variety of authentic audiences and purposes.

Begins to use left and right hands correctly to locate and use letter and number keys

Begins to incorporates technology tool to express ideas

Uses technology to gather information:

- CD ROM
- Web search
- Electronic resources (e.g., laser disc, video)
- Listening/Viewing Stations)

Begins to communicate electronically with others

Begins to chooses technology tool(s) appropriate to task