

An Overview of Student Writers

The Grade Level Expectations (GLEs) describe a connected series of learning competencies necessary for students to become proficient writers. The GLEs define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible for not only the GLEs for the grade taught but also the grade level GLEs that precede. The continuum below describes the solid foundation students

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>In kindergarten, students use pictures and print to convey meaning. They realize that ideas and thoughts are communicated in symbols. Students learn to form letters and show increasing knowledge of letters, sounds, and patterns. They copy signs, labels, names, and words in environmental print. They draft simple sentences, often with the same structure repeated within a piece or used in several pieces. As they choose to write for their own satisfaction, much of their writing will be about themselves, their families, pets, and friends.</p>	<p>In first grade, students are able to develop an idea or item of information beyond one sentence, adding some details of description or explanation. Simple sentences are sequenced with some logical development. Students use some prewriting strategies with support from the teacher. Although phonetic spelling is common, there is a marked increase in the number of words spelled accurately, and students demonstrate an awareness of some spelling patterns. As understanding of revising and editing develops, students reread what they write, and the clarity and accuracy of writing increases. Conventions of punctuation, directionality, spacing, and letter formation ensure work is legible.</p>	<p>In second grade, students make significant progress as they move from single-idea and patterned sentences to more detailed and sequential text, often including more than one event or descriptive element. Students demonstrate a considered approach to their writing by planning purposefully and working toward accuracy and effectiveness by making some conscious word choices. Sentence structures are varied within a single piece of writing. Students write in a variety of forms, including nonfiction, while maintaining the basic conventions of writing. Students notice mistakes while rereading and revise by adding details.</p>	<p>In third grade, students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., tables of contents, chapters). Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They listen to others' writing, offer feedback, and begin to consider suggestions from others about their own writing.</p>	<p>In fourth grade, students write for a range of purposes, including describing, telling a story, and explaining. They are able to produce writing that goes beyond the formulaic. Because they are aware of the interdependence of the topic, audience, purpose, and form, they are able to select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering and synthesizing information from a number of resources to express and justify an opinion. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.</p>

would expect to acquire along the pathway to writing proficiency while learning to monitor their own progress and set goals along the way. Students enter school telling their stories through spoken words and drawings — and graduate as competent, purposeful writers, prepared to write in response to the demands of the 21st century..

<p>Grade 5 In fifth grade, students have developed a strong personal voice in their writing. This is demonstrated by the way they sometimes inject humor into their narratives and how they add emphasis or opinion into informational and persuasive writing. Students use precise, specialized vocabulary appropriately in content-area writing. They experiment with sentence length and complex sentence structures and vary leads and endings. Collaborative writing efforts are taken seriously, often with assigned responsibilities and checklists. Scoring guides, often student-initiated, provide criteria for critiquing their own work and that of others. These guides are often detailed, addressing content, organization, style, and conventions.</p>	<p>Grade 6 In sixth grade, students approach writing with purpose and maintain their focus. They use form, content, technique, and conventions flexibly to meet their own purposes or assignment requirements. Competence is evident in skills of paragraphing, summarizing, and synthesizing in exposition, persuasion, and content-area writing, whereas fiction writing reflects an awareness of its role to entertain, explore human relationships, and persuade. Students work toward precision in spelling in all writing and evaluate honestly both their own work and the work of others, making a concerted effort to improve weak traits. Students consider writing to be an important and effective tool for furthering their own learning.</p>	<p>Grade 7 In seventh grade, students present legible, cohesive, and interesting writing in a form, format, and style appropriate for the purpose and audience. Claims and opinions are well-researched and supported with sufficient examples or facts to produce a response from the reader. They address a range of issues within a variety of forms and modes. Language is descriptive, incorporating details and imagery to enhance ideas. Students use complex sentence structures and complex punctuation with increased accuracy. They revise for specific traits and include suggestions from others to improve writing. Students see writing as a means to an end, as well as a worthwhile activity in itself, and enjoy exploring their ideas through writing and graphics..</p>	<p>Grade 8 In eighth grade, students competently write reports and explanations on a range of complex topics, maintaining focus on the theme or issue. The well-researched information is structured effectively in appropriate forms and style for a range of audiences and purposes. Students produce pieces that go beyond formulaic writing. They retrieve, select, organize, synthesize, and evaluate material from a variety of print and electronic resources. They craft a variety of literary texts with confidence. Students are able to manage time to complete a writing task on demand or over several weeks. Students reflect on their own writing and identify strategies to improve the quality of their written work.</p>	<p>Grade 9–10 In ninth and tenth grades, students write independently with confidence and proficiency. They explore, interpret, and reflect on a wide range of experiences, texts, ideas, and opinions. Students choose the most appropriate form of writing to achieve the desired result for the intended audience. As students persevere through complex writing projects, they write sophisticated, complex literary texts and/or organized, fluent, and well-supported nonfiction. Complex forms of punctuation are used accurately and grammar/language is manipulated to enhance writing. Vocabulary is carefully chosen to create vivid mental images or elaborate on ideas. Students maintain a portfolio or collection of their own writing and continue to regard writing as an essential tool to further their own learning in and beyond high school.</p>
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