

Narrative: Writing that tells a story or part of a story.

Ideas and Content: The content, or main theme and can be looked at as the heart of the message.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Understands and develops a main idea (plot, setting, characters) by writing to a prompt. • Uses personal experience, observations, and prior knowledge in written text • Clarifies the main idea by selecting relevant details that enrich the central theme or storyline. • Analyzes and understands implications of plagiarism. (e.g. ethical, legal) 	<ul style="list-style-type: none"> • Understands and develops a focused written piece that includes plot elements.(e.g. initiating event, rising and falling action, climax, conflict, setting, character development, resolution) • Uses personal experience, observations, and prior knowledge in written text • Clarifies the main idea by selecting relevant details that enrich the central theme or storyline. • Analyzes and understands implications of plagiarism. (e.g. ethical, legal) 	<ul style="list-style-type: none"> • Understands and develops a focused written piece that includes plot elements.(e.g. initiating event, rising and falling action, climax, conflict, setting, character development, resolution) • Uses personal experience, observations, and prior knowledge in written text • Clearly defines the main idea with selection of relevant details that enrich the central theme or storyline. • Analyzes and understands implications of plagiarism. (e.g. ethical, legal) 	<ul style="list-style-type: none"> • Composes a written piece with plot elements and also experiments with point of view and various narrative techniques • Selects and uses personal experience, observations, and prior knowledge in written text. • Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another. • Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal, professional)
			<p><i>KSDE Writing Standards 1.1.1, 1.1.2, 1.1.3, 1.1.4</i></p>

Narrative: Narrative writing tells a story or part of a story.
Organization: The internal structure of the writing.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Understands and independently uses appropriate strategies to generate narrative text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources) • Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution • Selects transitions to connect ideas within paragraphs in the writing piece. 	<ul style="list-style-type: none"> • Understands and independently uses appropriate strategies to generate narrative text.(e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources) • Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution • Selects transitions to connect ideas within and between paragraphs in the writing piece. 	<ul style="list-style-type: none"> • Understands and independently uses appropriate strategies to generate narrative text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources) • Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution • Selects transitions to connect ideas within and between paragraphs in the writing piece. 	<ul style="list-style-type: none"> • Applies appropriate strategies to generate narrative text.(e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources) • Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. • Selects varied transitions to connect ideas within and between paragraphs in the writing piece.
			<p><i>KSDE Writing Standards 1.1.5, 1.1.6, 1.1.7</i></p>

Narrative: Narrative writing tells a story or part of a story.

Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Sixth Grade

- Writes to convey tone and personality to engage the reader.

Seventh Grade

- Selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience

Eighth Grade

- Selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience

High School

- Selects vocabulary and figurative language that conveys a particular tone and personality. (e.g. humor, suspense, originality, and liveliness)

*KSDE Writing Standard
1.1.8*

Narrative: Narrative writing tells a story or part of a story.

Word Choice: The use of precise, colorful and rich words to communicate.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Practices selecting words that are suitable and precise, which create appropriate imagery. (e.g. explicit nouns, vivid verbs, natural modifiers) Practices using vocabulary that is appropriate and provides ease of understanding. 	<ul style="list-style-type: none"> Selects words that are suitable and precise, which create appropriate imagery.(e.g. vivid verbs, explicit nouns, natural modifiers) Includes vocabulary particular to the topic and provides ease of understanding. 	<ul style="list-style-type: none"> Selects words that are suitable and precise, which create appropriate imagery. (e.g. vivid verbs, explicit nouns, natural modifiers) Includes vocabulary particular to the topic and provides ease of understanding. 	<ul style="list-style-type: none"> Incorporates words that are precise and suitable for narrative writing, which create appropriate imagery.(e.g. explicit nouns, vivid verbs, natural modifiers) Manages vocabulary particular to the topic and provides ease of understanding.
			<p><i>KSDE Writing Standards 1.1.9, 1.1.10</i></p>

Narrative: Narrative writing tells a story or part of a story.

Sentence Fluency: The use of sentences that flow together, often with a rhythm or cadence.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Varies sentence structures and lengths.(e.g. simple, compound) Develops sentence beginnings that build upon previous sentences. Recognizes complete sentences and sentence fragments. Uses dialogue so that it sounds conversational and natural. 	<ul style="list-style-type: none"> Varies sentence structures and lengths.(e.g. simple, compound, complex). Develops a variety of sentence beginnings that build upon previous sentences to guide the reader from one sentence to another. Identifies and avoids writing sentence fragments. Writes using effective dialogue that sounds conversational and natural. 	<ul style="list-style-type: none"> Varies sentence structures and lengths.(e.g. simple, compound, complex, compound-complex) Creates a variety of sentence beginnings that build upon previous sentences to guide the reader from one sentence to another. Discriminates between the effective and ineffective use of sentence fragments. Writes using effective dialogue that sounds conversational and natural. 	<ul style="list-style-type: none"> Uses a variety of sentence structures and lengths. Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences and moves the reader easily through the text. Uses fragments only for stylistic effect. Composes and selectively uses dialogue for effect and style.
			<p><i>KSDE Writing Standards 1.1.11, 1.1.12, 1.1.13, 1.1.14</i></p>

Narrative: Narrative writing tells a story or part of a story.
Conventions: Mechanical correctness, including spelling and grammar.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Demonstrates correct use of mechanics and simple punctuation. (e.g. periods, question marks, exclamation marks, and commas) • Uses correct grammar and usage for clarity. • Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) • Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> • Demonstrates correct use of mechanics and punctuation. (e.g. semi-colons, colons, underlining, italics, and centered titles) • Uses correct grammar and usage for clarity. • Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) • Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> • Uses correct mechanics and punctuation. (e.g. hyphens, dashes, ellipsis) • Uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity • Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) • Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> • Uses correct mechanics and punctuation to guide the reader through the text. • Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. • Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) • Uses correct paragraph divisions to reinforce the organizational structure of the text.
			<p><i>KSDE Writing Standards 1.1.15, 1.1.16, 1.1.17, 1.1.18, 1.1.19</i></p>

Expository: Writing that is meant to inform the reader.

Ideas and Content: The content, or main theme and can be looked at as the heart of the message.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Develops a main idea in response to a prompt. Clarifies the main idea by selecting logical details that are accurate and helpful. Practices writing using personal experience, observations, and prior knowledge research to provide information using an appropriate point of view for the piece (e.g. 1st person pronouns in research). Expresses information in own words and uses evidence and examples. Cites references for all information used or reproduced from any source. Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. 	<ul style="list-style-type: none"> Develops one main idea and/or a thesis statement in response to a prompt. Clarifies the main idea by selecting logical, accurate, and helpful details Uses personal experience, observations, prior knowledge, and research to provide information using an appropriate point of view for the piece (e.g. 1st person pronouns in research). Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. Analyzes and understands implications of plagiarism.(e.g. ethical, legal) Cites references for all information used or reproduced from any source. Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. 	<ul style="list-style-type: none"> Develops one main idea and/or a thesis statement in response to a prompt. Clearly defines the main idea with selection of relevant, logical details that meet the reader's informational needs. Uses personal experience, observations, prior knowledge, and research to provide information using an appropriate point of view for the piece (e.g. 1st person pronouns in research). Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. Analyzes and understands implications of plagiarism. (e.g. ethical, legal) Cites references for all information used or reproduced from any source. Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. 	<ul style="list-style-type: none"> Develops a thesis statement based upon at least one main idea in response to a prompt. Clearly defines the main idea by selecting relevant, logical details that meet the reader's informational needs. Selects and uses personal experience, observations, prior knowledge, research to meet the reader's needs and to create appropriate point of view. Expresses information in own words and uses appropriate organization, grammar, word choice, and tone sufficient to the audience. Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal, professional) Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. Constructs a bibliography with a standard style of format. (e.g. MLA, APA, etc.).
			<p><i>KSDE Writing Standards</i> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7.</p>

Expository: Writing that is meant to inform the reader.
Organization: The internal structure of the writing.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate expository text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources) Writes a complete piece that contains an introduction, an appropriate body, and conclusion. Arranges information within each paragraph in logical order.(typically 4-6 sentences) Uses transitions to connect ideas within paragraphs. 	<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate expository text.(e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources) Writes a complete piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. Arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences) Selects appropriate transitions to connect ideas within and between paragraphs. 	<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate expository text.(e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources) Develops a cohesive piece that contains an engaging introduction, a developed body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. Arranges information within each paragraph in a logical and effective sequence to meet the reader's informational needs (typically 5-8 sentences) Selects appropriate transitions to connect ideas within and between paragraphs. 	<ul style="list-style-type: none"> Applies appropriate strategies to generate expository text. (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources) Writes a cohesive piece that includes an introduction that draws the reader in, a body that provides information through the logical placement of facts and data, a conclusion that reinforces the thesis statement, and leaves the reader with a sense of completion Arranges information within each paragraph in a logical and effective sequence to meet the reader's informational needs. Uses appropriate transitions to connect ideas within and between paragraphs.
			<p><i>KSDE Writing Standards 1.2.8, 1.2.9, 1.2.10, 1.2.11</i></p>

Expository: Writing that is meant to inform the reader.

Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Sixth Grade

- Writes to convey tone and personality to inform the reader.

Seventh Grade

- Selects original and compelling vocabulary and/or figurative language to inform the reader.

Eighth Grade

- Selects original and compelling vocabulary and/or figurative language to inform the reader.

High School

- Selects vocabulary and figurative language that convey a particular tone and personality. (e.g. humor, suspense, originality, liveliness)

*KSDE Writing Standards
1.2.12*

Expository: Writing that is meant to inform the reader.
Word Choice: The use of precise, colorful and rich words to communicate.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Practices selecting words that are suitable and precise that create appropriate imagery (e.g. vivid verbs, explicit nouns, natural modifiers). • Practices specialized vocabulary that is appropriate for expository writing and provides for ease of understanding. 	<ul style="list-style-type: none"> • Selects words and phrases that are suitable and precise that create appropriate imagery. (e.g. vivid verbs, explicit nouns, natural modifiers) • Defines and uses specialized vocabulary particular to the subject/topic and provides ease of understanding. 	<ul style="list-style-type: none"> • Selects words and phrases that are suitable and precise that create appropriate imagery (e.g. vivid verbs, explicit nouns, natural modifiers) • Defines and uses specialized vocabulary particular to the subject/topic to provide ease of understanding. 	<ul style="list-style-type: none"> • Incorporates words that are precise and suitable for expository writing that create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers) • Manages specialized vocabulary particular to the subject/topic to provide ease of understanding.
			<p><i>KSDE Writing Standards 1.2.13, 1.2.14</i></p>

Expository: Writing that is meant to inform the reader.

Sentence Fluency: The use of sentences that flow together, often with a rhythm or cadence.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Varies sentence structures and lengths (e.g. simple and compound) and makes the reading pleasant and natural. Develops sentence beginnings that build upon previous sentences. Recognizes complete sentences and sentence fragments. 	<ul style="list-style-type: none"> Varies sentence structures and lengths (e.g. simple, compound, complex) and makes the reading pleasant and natural. Develops a variety of sentence beginnings that builds upon previous sentences and guides the reader from one sentence to another. Identifies and avoids writing sentence fragments 	<ul style="list-style-type: none"> Varies sentence structures and lengths (e.g. simple, compound, complex, compound-complex) making the reading pleasant and natural. Creates a variety of sentence beginnings that builds upon previous sentences and guides the reader from one sentence to another. Discriminates between the effective and ineffective use of sentence fragments 	<ul style="list-style-type: none"> Uses a variety of sentence structures and lengths to make the reading pleasant and natural. Creates a variety of engaging sentence beginnings that relate to and builds upon previous sentences to move the reader easily through the text. Uses fragments only for stylistic effect.
			<p><i>KSDE Writing Standards 1.2.15, 1.2.16, 1.2.17</i></p>

Expository: Writing that is meant to inform the reader.
Conventions: Mechanical correctness, including spelling and grammar.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Demonstrates correct use of mechanics and simple punctuation. (e.g. periods, question marks, exclamation marks, and commas) Uses correct grammar for clarity. Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> Demonstrates correct use of mechanics and punctuation. (e.g. semi-colons, colons, underlining, italics, and centered titles) Uses correct grammar and usage for clarity. Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) 	<ul style="list-style-type: none"> Uses correct mechanics and punctuation (e.g. hyphens, dashes, ellipsis) Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> Uses correct mechanics and punctuation to guide the reader through the text. Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. Spells familiar and most unfamiliar words correctly and uses available resources. (e.g. dictionary, spell check) Uses correct paragraph divisions to reinforce the organizational structure of the text.
			<p><i>KSDE Writing Standards 1.2.19, 1.2.20, 1.2.21, 1.2.22</i></p>

Technical: type of expository writing (or sometimes persuasive writing) most often used to convey information (or to convince others) for technical or business purposes

Ideas and Content: The content, or main theme and can be looked at as the heart of the message.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Develops a main idea in response to a prompt • Clarifies the main idea by selecting concise, logical details that are accurate and helpful. • Analyzes and understands implications of plagiarism (e.g. ethical, legal) • Cites references for all information used or reproduced from any source. • Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. 	<ul style="list-style-type: none"> • Develops a technical text focused on one main purpose. • Clarifies the main idea by selecting concise, logical details that are accurate and helpful. • Analyzes and understands implications of plagiarism. (e.g. ethical, legal) • Cites references for all information used or reproduced from any source. • Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. 	<ul style="list-style-type: none"> • Develops a technical text focused on one main purpose. • Clearly defines the main idea with selection of concise, logical details that meet the reader's informational needs. • Analyzes and understands implications of plagiarism. (e.g. ethical, legal) • Cites references for all information used or reproduced from any source. • Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. 	<ul style="list-style-type: none"> • Develops a technical text focused on one main purpose. • Clearly defines the main idea with selection of concise, logical details that meet the reader's informational needs. • Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal, professional) • Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. • Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.)
			<p><i>KSDE Writing Standards 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5</i></p>

Technical: type of expository writing (or sometimes persuasive writing) most often used to convey information (or to convince others) for technical or business purposes

Organization: The internal structure of the writing.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate technical text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups, and identifying information from print sources) Arranges information within each paragraph or list in logical order. Writes a piece with a useful introduction, a relevant or sequential body, and an effective conclusion. Uses transitions to connect important points within the piece.(e.g. enumerated list, bullets, headings, subheadings, simple outlining elements) 	<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate technical text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups, identifying information from print sources) Arranges information within each paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. Writes a complete piece with a useful introduction, a relevant or sequential body, and an appropriate conclusion Selects appropriate transitions to connect ideas within the piece.(e.g. enumerated list, bullets, headings, subheadings, simple outlining elements) 	<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate technical text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups, identifying information from print sources) Organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. Writes a complete piece with a useful introduction, a relevant or sequential body, and an appropriate conclusion. Selects appropriate transitions to connect ideas within the piece. (e.g. enumerated list, bullets, headings, subheadings, complex outlining elements) 	<ul style="list-style-type: none"> Applies appropriate strategies to generate technical text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups, identifying information from print sources) Organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs. Composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion. Uses appropriate transitions to connect ideas within the piece.(e.g. enumerated list, bullets, headings, subheadings, complex outlining elements)
			<p><i>KSDE Writing Standards 1.3.6, 1.3.7, 1.3.8, 1.3.9</i></p>

Technical: type of expository writing (or sometimes persuasive writing) most often used to convey information (or to convince others) for technical or business purposes

Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, graphics, brochures, electronic presentations, newsletters) Writes with authority so the voice is not distracting. 	<ul style="list-style-type: none"> Writes with an awareness of purpose and audience. (e.g. letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentations, newsletters, job searches, memos, e-mails) Writes with authority so the voice is not distracting 	<ul style="list-style-type: none"> Writes with an awareness of purpose and audience. (e.g. letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentations, newsletters, job searches, memos, fliers, e-mails) Writes with authority so the voice is not distracting. 	<ul style="list-style-type: none"> Writes with an awareness of purpose and audience (e.g. letters, complex reports, directions, graphics, brochures, electronic presentations, newsletters, memos, job searches, fliers, e-mails, Web pages, pictorials) Writes with authority so the voice is not distracting.
			<p><i>KSDE Writing Standards 1.3.10, 1.3.11</i></p>

Technical: type of expository writing (or sometimes persuasive writing) most often used to convey information (or to convince others) for technical or business purposes

Word Choice: The use of precise, colorful and rich words to communicate.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Selects words that convey the writer's message plainly and precisely (e.g. technical terms) • Selects words appropriate for the intended task/format. (e.g. persuasive, if persuading; informational, if informing, etc.) 	<ul style="list-style-type: none"> • Selects words that convey the writer's message plainly and concisely. (e.g. technical terms, jargon) • Selects words appropriate for the intended task/format. (e.g. persuasive, if persuading; informational, if informing, etc.) 	<ul style="list-style-type: none"> • Selects words that convey the writer's message plainly and concisely.(e.g. technical terms, jargon) • Selects words appropriate for the intended task/format. (e.g. persuasive, if persuading; informational, if informing, etc.) 	<ul style="list-style-type: none"> • Selects words that convey the writer's message clearly, precisely, and professionally. (e.g. technical terms, jargon) • Selects words that consider appropriate connotation for the intended task/format. (e.g. persuasive, if persuading; informational, if informing, etc.)
			<p><i>KSDE Writing Standards 1.3.12, 1.3.13</i></p>

Technical: type of expository writing (or sometimes persuasive writing) most often used to convey information (or to convince others) for technical or business purposes

Sentence Fluency: The use of sentences that flow together, often with a rhythm or cadence.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Writes compact sentences or phrases that make the point clear. 	<ul style="list-style-type: none"> Writes compact sentences or phrases that make the point clear. 	<ul style="list-style-type: none"> Writes compact sentences or phrases that make the point clear. 	<ul style="list-style-type: none"> Writes compact sentences or phrases that make the point clear.
			<p><i>KSDE Writing Standard 1.3.14</i></p>

Technical: type of expository writing (or sometimes persuasive writing) most often used to convey information (or to convince others) for technical or business purposes

Conventions: Mechanical correctness, including spelling and grammar.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Demonstrates correct use of mechanics and punctuation (e.g. periods, question marks, exclamation marks, commas, apostrophes) • Uses correct grammar and usage for clarity. • Spells familiar and most unfamiliar words correctly and uses available resources.(e.g. dictionary, spell check) • Uses graphic devices that are supportive of the text. (e.g. charts, graphs, illustrations) 	<ul style="list-style-type: none"> • Demonstrates correct use of mechanics and punctuation.(e.g. semi-colons, colons, underlining, italics, quotation marks, centered titles) • Uses correct grammar and usage for clarity. • Spells familiar and most unfamiliar words correctly and uses available resources.(e.g. dictionary, spell check) • Uses graphic devices that are supportive of the text.(e.g. charts, graphs, illustrations) 	<ul style="list-style-type: none"> • Punctuates correctly. (e.g. hyphens, dashes, ellipsis) • Uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity. • Spells words correctly and uses available resources.(e.g. dictionary, spell check) • Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text.(e.g. charts, graphs, illustrations) 	<ul style="list-style-type: none"> • Punctuates correctly (e.g. hyphens, dashes, ellipsis) • Uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity. • Spells words correctly and uses available resources. (e.g. dictionary, spell check) • Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text. (e.g. charts, graphs, illustrations)
			<p><i>KSDE Writing Standards 1.3.15, 1.3.16, 1.3.17, 1.3.18</i></p>

Persuasive: writing with the intent to alter the reader's opinion about a subject
Ideas and Content: The content, or main theme and can be looked at as the heart of the message.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Composes a thesis statement based upon an opinion or belief. Practices writings from personal experience, observations, prior knowledge and research important for the reader to reach a conclusion and uses an appropriate point of view for the piece (e.g. 1st person in editorial). Develops details to expand the main topic and to support the writer's position. Anticipates the reader's question(s) and provides balance with a counter-argument. Practices building a focused argument. Analyzes and understands implications of plagiarism (e.g. ethical, legal). 	<ul style="list-style-type: none"> Composes a thesis statement based upon an opinion or belief. Uses personal experience observations, prior knowledge, and research important for the reader to reach a conclusion and uses an appropriate point of view for the piece (e.g. 1st person in editorial). Develops details to expand the main topic and to support the writer's position. Anticipates the reader's question(s) and provides balance with a counter-argument. Practices building a focused argument that uses logical thinking. Analyzes and understands implications of plagiarism.(e.g. ethical, legal). 	<ul style="list-style-type: none"> Asserts an arguable position or opinion (thesis statement). Uses personal experience, observations, prior knowledge, and research important for the reader to reach a conclusion and uses an appropriate point of view for the piece (e.g. 1st person in editorial). Develops details necessary to expand the main topic in a balanced format to support the writer's position. Anticipates the reader's question(s) and provides balance with a counter-argument. Practices building a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. Analyzes and understands implications of plagiarism.(e.g. ethical, legal) 	<ul style="list-style-type: none"> Asserts an arguable position or opinion (thesis statement). Selects and uses personal experience,, observations, prior knowledge, and research important for the reader to reach a conclusion and uses an appropriate point of view for the piece (e.g. 1st person in editorial). Develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's position. Anticipates the reader's question(s) and provides balance with a counter-argument. Builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal, professional) Constructs a bibliography with a standard style of format. (e.g. MLA, APA, etc.).
			<p><i>KSDE Writing Standards</i> 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6</p>

Persuasive: writing with the intent to alter the reader's opinion about a subject
Organization: The internal structure of the writing.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups, identifying information from print sources) Writes a complete piece that contains a clear introduction, an appropriate body, and a convincing conclusion. Arranges information within each paragraph in logical order. (typically 4-6 sentences) Uses transitions to connect ideas within paragraphs. 	<ul style="list-style-type: none"> Understands and independently uses appropriate strategies to generate persuasive text. (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups, identifying information from print sources) Writes a complete piece that contains a clear introduction, an appropriate body, and a convincing conclusion. Arranges information within each paragraph in logical order.(typically 4-6 sentences) Uses transitions to connect ideas within paragraphs. 	<ul style="list-style-type: none"> Asserts an arguable position or opinion (thesis statement). Uses personal experience, observations, prior knowledge, and research important for the reader to reach a conclusion and uses an appropriate point of view for the piece (e.g. 1st person in editorial). Develops details necessary to expand the main topic in a balanced format to support the writer's position. Anticipates the reader's question(s) and provides balance with a counter- argument. Practices building a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. Analyzes and understands implications of plagiarism.(e.g. ethical, legal) 	<ul style="list-style-type: none"> Asserts an arguable position or opinion (thesis statement). Selects and uses personal experience, observations, prior knowledge, and research important for the reader to reach a conclusion and uses an appropriate point of view for the piece (e.g. 1st person in editorial). Develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's position. Builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. Analyzes and understands implications and consequences of plagiarism. (e.g. ethical, legal, professional)
			<p><i>KSDE Writing Standards 1.4.7, 1.4.8, 1.4.9, 1.4.10</i></p>

Persuasive: writing with the intent to alter the reader's opinion about a subject
Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Writes to convey tone and personality. 	<ul style="list-style-type: none"> • Selects vocabulary and figurative language that conveys a particular tone and personality. 	<ul style="list-style-type: none"> • Selects vocabulary and figurative language that conveys a particular tone and personality. (e.g. humor, suspense, cynicism, sarcasm, originality, liveliness) 	<ul style="list-style-type: none"> • Selects vocabulary and figurative language that conveys a particular tone and personality. (e.g. humor, suspense, cynicism, sarcasm, originality, liveliness)
			<i>KSDE Writing Standard 1.4.11</i>

Persuasive: writing with the intent to alter the reader's opinion about a subject
Word Choice: The use of precise, colorful and rich words to communicate.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Uses language that is appropriate for persuasive writing and easy for the audience to understand • Practices using words that are suitable, precise, and create imagery (e.g. specific nouns, powerful verbs, vivid modifiers) 	<ul style="list-style-type: none"> • Uses language that is appropriate for persuasive writing and easy for the audience to understand. • Practices using words that are suitable, precise, and create imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) 	<ul style="list-style-type: none"> • Uses language that is appropriate for persuasive writing and easy for the audience to understand • Practices using words that are suitable, precise, and create imagery. (e.g. specific nouns, powerful verbs, vivid modifiers) 	<ul style="list-style-type: none"> • Uses language that is appropriate for persuasive writing and easy for the audience to understand. • Incorporates words that are precise, suitable for persuasive writing, and create imagery. (e.g. specific nouns, powerful verbs, vivid modifiers)
			<p><i>KSDE Writing Standards 1.4.12, 1.4.13</i></p>

Persuasive: writing with the intent to alter the reader's opinion about a subject
Sentence Fluency: The use of sentences that flow together, often with a rhythm or cadence.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> • Varies sentence structures and lengths to make the reading pleasant and natural.(e.g. simple, compound) • Develops sentence beginnings that build upon previous sentences. • Recognizes complete sentences and sentence fragments. Writes purposeful dialogue. 	<ul style="list-style-type: none"> • Varies sentence structures and lengths to make the reading pleasant and natural.(e.g. simple, compound, complex) • Develops a variety of sentence beginnings that build upon previous sentences and guide the reader from one sentence to another. • Identifies and avoids writing sentence fragments. • Writes convincing dialogue. 	<ul style="list-style-type: none"> • Varies sentence structures and lengths to make the reading pleasant and natural (e.g. simple, compound, complex, compound-complex) • Creates a variety of sentence beginnings that build upon previous sentences and guide the reader from one sentence to another. • Discriminates between the effective and ineffective use of sentence fragments. • Includes convincing dialogue, if appropriate 	<ul style="list-style-type: none"> • Uses a variety of sentence structures and lengths to make the reading pleasant and natural. • Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the subject matter. • Uses fragments only for stylistic effect. • Includes convincing dialogue, if appropriate.
			<p><i>KSDE Writing Standards 1.4.14, 1.4.15, 1.4.16, 1.4.17</i></p>

Persuasive: writing with the intent to alter the reader's opinion about a subject
Conventions: Mechanical correctness, including spelling and grammar.

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> Demonstrates correct use of mechanics and simple punctuation. (e.g. periods, question marks, exclamation marks, and commas) Uses correct grammar and usage for clarity. Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary, spell check) Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> Demonstrates correct use of mechanics and punctuation. (e.g. semi-colons, colons, underlining, italics, and centered titles) Uses correct grammar and usage for clarity Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary, spell check) Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> Punctuates accurately (e.g. hyphens, dashes, ellipsis). Uses correct grammar and usage, which may be manipulated for stylistic effect and that contributes to clarity. Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary, spell check) Uses correct paragraph divisions to reinforce the organizational structure of the text. 	<ul style="list-style-type: none"> Punctuates correctly to easily guide the reader through the text. Uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity. Spells words correctly and uses available resources (e.g. dictionary, spell check) Uses correct paragraph divisions to reinforce the organizational structure of the text.
			<p><i>KSDE Writing Standards 1.4.18, 1.4.19, 1.4.20, 1.4.21</i></p>

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	<p>Sixth Grade</p>	<p>Eighth Grade</p>
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KSDE Writing Standard

Trait of Writing

Sixth Grade	Seventh Grade	Eighth Grade	High School
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KSDE Writing Standard

Trait of Writing

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none">•		<ul style="list-style-type: none">•	

KSDE Writing Standard

Trait of Writing

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none">•		<ul style="list-style-type: none">•	

KSDE Writing Standard