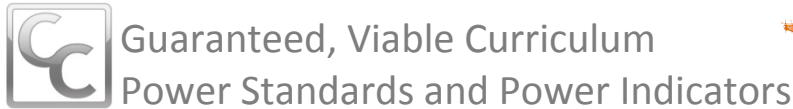


CCSU Guaranteed, Viable Curriculum

K-12 Power Standards and Power Indicators



WRITING: Kindergarten

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<p>a) Prewrite and draft using a combination of spoken language, drawings, pictures, and emergent and conventional writing</p> <p><i>Aligns with VT GE WK: 1</i></p>	<p>a) Use phonemic awareness and letter knowledge to independently spell representing initial and final consonants</p> <p>b) Spell own first name</p> <p>c) Distinguish between letters and words</p> <p><i>Aligns with VT GEs WK: 3</i></p>	<p>a) Supply appropriate pictures to show understanding of text (may include labeling) when given a focus for independent writing</p> <p>b) Provide pictures, dictation, or attempted writing as evidence from text to show understanding when given an introduction, focus, and group-written conclusion for scaffolded/guided writing</p> <p><i>Aligns with VT GEs WK: 5, 6</i></p>	<p>a) Supply appropriate pictures to support a given focus for independent writing</p> <p>b) Provide pictures, dictation, or attempted writing as evidence from text to support focus when given an introduction, focus, and group-written conclusion for scaffolded/ guided writing</p> <p><i>Aligns with VT GEs WK: 8, 9, 10</i></p>	<p>a) Use pictures to create an understandable story line when given structure for both independent and scaffolded/ guided writing</p> <p>b) Identify/name characters for both independent and scaffolded/guided writing</p> <p>c) Identify/label some main elements from pictures for scaffolded/guided writing</p> <p><i>Aligns with VT GEs WK: 11, 12</i></p>

<p>Writing Power Standard #1 Writing Process and Dimensions</p>	<p>Writing Power Standard #2 Writing Conventions and Structures</p>	<p>Writing Power Standard #3 Response to Text</p>	<p>Writing Power Standard #4 Informational and Persuasive</p>	<p>Writing Power Standard #5 Narrative and Reflective</p>
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p> <p>Writing Process: a) Prewrite and draft using emergent and conventional writing</p> <p>Writing Dimensions: b) Select a focus for writing c) Organize own writing into a beginning, middle, and end using a variety of graphic organizers</p> <p><i>Aligns with VT GE WK: 1</i></p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p> <p>a) Spell own first and last name b) Spell grade-appropriate, high-frequency words that include phonetically regular words c) Distinguish between words and sentences d) Use appropriate spacing between words</p> <p><i>Aligns with VT GEs W1: 1, 3, 4</i></p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p> <p>a) Supply appropriate pictures, words, or some combination of pictures and words to show understanding of a text when given a focus for independent writing b) Provide pictures and writing as evidence from text to show understanding when given an introduction, focus, and group-written conclusion for scaffolded/ guided writing</p> <p><i>Aligns with VT GEs W1: 5, 6, 7</i></p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p> <p>a) Supply appropriate pictures, words, or some combination of pictures and words relevant to focus when given a focus for independent writing b) Provide details and information relevant to focus when given an introduction, focus, and group-written conclusion for scaffolded/ guided writing</p> <p><i>Aligns with VT GEs W1: 8, 9, 10</i></p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p> <p>a) Use simple sentences to create a clear, coherent story line including a beginning, a series of events, and an ending b) Identify or name characters in own writing c) Use some details in the form of words and sentences for independent writing; pictures may be used to support writing d) Use some details for scaffolded/guided writing</p> <p><i>Aligns with VT GEs W1: 11, 12</i></p>

<p>Writing Power Standard #1 Writing Process and Dimensions</p>	<p>Writing Power Standard #2 Writing Conventions and Structures</p>	<p>Writing Power Standard #3 Response to Text</p>	<p>Writing Power Standard #4 Informational and Persuasive</p>	<p>Writing Power Standard #5 Narrative and Reflective</p>
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p> <p>Writing Process: a) Prewrite and draft b) Revise and edit selected pieces</p> <p>Writing Dimensions: c) Maintain topical focus (purpose) d) Include details related to topic e) Organize own writing into a beginning, middle, and end</p> <p><i>Aligns with VT GE W2: 1</i></p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p> <p>a) Use capital letters for the beginning of sentences and names b) Use correct end punctuation in simple sentences (periods and question marks) c) Give a readable and accurate phonetic spelling for words that have not been taught</p> <p><i>Aligns with VT GEs W2: 2, 3, 4</i></p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p> <p>a) Use references to text to support focus and show understanding of text when given a focus for independent writing b) Organize ideas by using a beginning, middle, and concluding statement when given a structure for independent writing c) Provide evidence from text to show understanding when given a focus and introduction for scaffolded/guided writing d) Include a conclusion when given a focus and introduction for scaffolded/guided writing</p> <p><i>Aligns with VT GEs W2: 5, 6, 7</i></p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p> <p>a) Organize information using a given structure for independent writing b) Convey a perspective on a subject/ topic by restating a given focus/ controlling idea for independent writing c) Include details/ information/ ideas that show an understanding of and are relevant to a given focus for independent writing d) Provide details/ information/ ideas that show an understanding of and are relevant to a focus when given a focus and introduction for scaffolded/guided writing e) Include a group- or individually-written conclusion for scaffolded/ guided writing</p> <p><i>Aligns with VT GEs W2: 8, 9, 10</i></p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p> <p>a) Create a clear story line with beginning, middle, and end when given a structure for both independent writing and scaffolded/ guided writing b) Identify characters and setting for both independent writing and scaffolded/ guided writing c) Include details in both independent writing and scaffolded/ guided writing</p> <p><i>Aligns with VT GEs W2: 11, 12</i></p>

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<p>Writing Process: a) Prewrite, draft, and revise b) Edit final drafts Writing Dimensions: c) Compose a paragraph that includes a topic sentence, supporting details, and a concluding sentence</p> <p><i>Aligns with VT GE W3: 1</i></p>	<p>a) Write contractions and common abbreviations b) Use correct end punctuation in simple sentences (period, question mark, exclamation point) c) Identify words that might be misspelled d) Use within-word patterns to correct spelling e) Use common syllable patterns and affixes to spell multi-syllable words f) Correctly spell common homophones g) Write a variety of simple sentences h) Identify paragraphing formats (indentation, block)</p> <p><i>Aligns with VT GEs W3: 2, 3, 4</i></p>	<p>a) Set context using author, title, and one reference to text b) State focus in response to given question which prompts inferential thinking c) Use prior knowledge, details, or evidence from text to support focus and show understanding of text d) Organize ideas using basic transition words and concluding statements</p> <p><i>Aligns with VT GEs W3: 5, 6, 7</i></p>	<p>a) Organize information into a beginning, middle, and end b) Use basic transition words c) Convey a perspective (focus/controlling idea) on a subject/topic d) Include details/ information/ ideas that show an understanding of and are relevant to a given focus</p> <p><i>Aligns with VT GEs W3: 8, 9, 10</i></p>	<p>a) Create a clear story line with beginning, middle, and end b) Identify/ name characters and setting c) Use details</p> <p><i>Aligns with VT GEs W3: 11, 12</i></p>

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<p>Writing Process:</p> <ul style="list-style-type: none"> a) Prewrite, draft, revise, and edit appropriate to task b) Proofread and edit elements identified in Power Standard #2 <p>Writing Dimensions:</p> <ul style="list-style-type: none"> c) Identify audience for a given piece d) Compose multi-paragraph pieces that include an introduction, body, conclusion, and basic transitions between paragraphs e) State and maintain focus/controlling idea for writing f) Elaborate by naming, describing, and/or explaining specific facts, details, and references to text when appropriate <p><i>Aligns with VT GE W4: 1</i></p>	<ul style="list-style-type: none"> a) Apply spelling knowledge in proofreading and editing b) Recognize and use within-word patterns, common syllable patterns, and affix patterns to correct spelling (e.g., common and less frequent vowel teams: eigh, au, aw, ea for short e; closed syllables; r-controlled syllables; consonant-le syllables; vowel-consonant silent e; and open syllables with multi-syllabic words) c) Correctly spell common homophones d) Write a variety of sentences including compound sentences, compound subjects, and compound verbs e) Identify grammatical errors (e.g., "Him and me") f) Apply basic capitalization rules (names, proper nouns, titles) g) Use commas correctly in dates and in a series h) Use end punctuation correctly in a variety of sentence structures i) Use correct paragraph formatting <p><i>Aligns with VT GEs W4: 2, 3, 4</i></p>	<ul style="list-style-type: none"> a) Provide appropriate background or contextual information b) State and maintain a focus in response to a given question c) Use specific details and references to text to support focus d) Make inferences about content, events, characters, setting or simple themes (e.g., "Honesty is the best policy") e) Organize ideas using transition words/phrases, and writing a conclusion <p><i>Aligns with VT GEs W4: 5, 6</i></p>	<ul style="list-style-type: none"> a) State and maintain a focus on a topic b) Include sufficient details and facts c) Group ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments) d) Write an introduction that sets the context (including materials list in procedures) e) Use transition words or phrases f) Write a conclusion g) List sources at end of report if appropriate <p><i>Aligns with VT GEs W4: 8, 9, 10</i></p>	<ul style="list-style-type: none"> a) Create a clear story line with beginning, middle, and end b) Establish a problem and solution c) Develop characters and establish a setting d) Use relevant and descriptive details <p><i>Aligns with VT GEs W4: 11, 12</i></p>

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<p>Writing Process:</p> <ol style="list-style-type: none"> Use a prewriting format appropriate to the writing task Proofread and edit elements identified in Power Standard #2 Use a rubric to self-assess (critique) writing and revise focused areas of writing <p>Writing Dimensions:</p> <ol style="list-style-type: none"> State and maintain focus/controlling idea for writing Select language that reflects awareness of audience Compose multi-paragraph pieces that include an introduction, body, conclusion, and basic transitions between paragraphs Elaborate by naming, describing, and/or explaining specific facts, details, and references to text when appropriate <p><i>Aligns with VT GEs W5: 1, 3, 6, 7, 8</i></p>	<ol style="list-style-type: none"> Write sentences of varied length and structure to enhance meaning (e.g., phrases and clauses) Identify organizational text structures within paragraphs (e.g., description, chronology, proposition/support, compare/contrast) Identify and correct grammatical errors (e.g., subject-verb agreement, double negatives) Apply basic capitalization rules Use appropriate punctuation to clarify meaning (commas, apostrophes, quotation marks) Apply spelling knowledge in proofreading and editing Correctly spell homonyms and homophones Apply patterns/rules for syllable division, spelling of affixes, and morphemes (e.g., units of meaning: common roots, base words, pre/suffixes, morpheme patterns with spelling changes ["fury" to "furious"] or phonological changes ["electric" to "electricity"]) Use resources to check and correct spelling Use correct paragraph formatting <p><i>Aligns with VT GEs W5: 2, 3, 4</i></p>	<p>COMMON LOCAL ASSESSMENT: INFORMATIONAL TEXT</p> <ol style="list-style-type: none"> State and maintain a focus in response to a given question Summarize context (story or key ideas) Make connections to prior knowledge or other texts Use specific details and references to text or citations to support focus Provide evidence from text to support an analytical judgment (inference) Organize ideas using transition words/phrases and write a conclusion that provides closure Address the reader's possible questions <p><i>Aligns with VT GEs W5: 5, 6</i></p>	<p>EMPHASIS ON WRITING TO INFORM</p> <ol style="list-style-type: none"> State and maintain a focus Obtain and evaluate information from more than one source Include facts and details relevant to focus, with appropriate depth of information, excluding extraneous information Use an appropriate organizational text structure (e.g., description, chronology, proposition/support, compare/contrast) Use transition words/phrases appropriate to organizing text structure Write a conclusion that provides closure <p><i>Aligns with VT GEs W5: 8, 9, 10</i></p>	<ol style="list-style-type: none"> Create a coherent (logically consistent) story line Use transition words/phrases to establish clear chronology and enhance meaning Establish context (setting/background information), problem/conflict/challenge, and resolution Use relevant and descriptive details to advance the story line Use dialogue to advance action Develop characters through description <p><i>Aligns with VT GEs W5: 11, 12</i></p>

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<p>Writing Process:</p> <ul style="list-style-type: none"> a) Use a prewriting format appropriate to the writing task b) Proofread and edit elements identified in Power Standard #2 c) Use a rubric to self-assess (critique) and revise focused areas of writing <p>Writing Dimensions:</p> <ul style="list-style-type: none"> d) State and maintain focus/controlling idea for writing e) Select language that reflects awareness of audience f) Compose multi-paragraph pieces that include an introduction, body, conclusion, and transitional words and phrases between paragraphs g) Elaborate by naming, describing, explaining and/or comparing specific facts, details, and references to text when appropriate <p><i>Aligns with VT GEs W6: 1, 4, 7, 8, 10, 13, 16</i></p>	<ul style="list-style-type: none"> a) Apply rules of standard English usage to correct grammatical errors (e.g., subject-verb agreement, nonstandard usage, irregular plurals, sentence fragments, and run-ons) b) Apply basic capitalization rules c) Use appropriate end punctuation to clarify meaning d) Use commas to separate two adjectives preceding a noun and to separate items/phrases in a series e) Use quotation marks to indicate exact words spoken f) Use apostrophe for contractions and singular possessive nouns g) Correctly spell grade-appropriate word groups that share a common root (e.g., “report,” “imported,” “portable”) h) Independently apply spelling knowledge in proofreading and editing of writing i) Use resources to check and correct spelling j) Use correct paragraph formatting <p><i>Aligns with VT GEs W6: 2, 3, 4</i></p>	<p>COMMON LOCAL ASSESSMENT: INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> a) Summarize context (story or key ideas) b) State and maintain a focus, firm judgment, or point of view c) Make connections to prior knowledge or other texts d) Use specific details and references to text or relevant citation to support a focus e) Provide evidence from text to support an analytical judgment (inference) f) Use effective voice and tone (word choice, sentences with embedded phrases and clauses) <p><i>Aligns with VT GEs W6: 5, 6</i></p>	<p>EMPHASIS ON WRITING TO PERSUADE</p> <ul style="list-style-type: none"> a) Obtain information from multiple locations or sources when appropriate b) Define a significant problem, issue, topic, or concern and state a clear position c) Select appropriate information to set context, which may include a lead/hook d) Include facts and details relevant to focus, with appropriate depth of information, excluding extraneous information e) Use an appropriate organizational text structure (e.g., description, chronology, proposition/support, compare/contrast) f) Use transition words/phrases appropriate to organizing text structure g) Anticipate and address reader’s concern or counter arguments h) Write a conclusion that provides closure i) List sources at end of report, if appropriate <p><i>Aligns with VT GEs W6: 15, 16</i></p>	<ul style="list-style-type: none"> a) Create a clear and coherent story line (fictional or from personal experience) b) Establish a context (setting or background information), problem/ conflict/ challenge, and resolution c) Develop characters through description, speech, and actions d) Use relevant and descriptive details and sensory language to advance the story line <p><i>Aligns with VT GEs W6: 11, 12</i></p>

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<p>Writing Process:</p> <ul style="list-style-type: none"> a) Select a prewriting format appropriate to the writing task b) Proofread and edit elements identified in Power Standard #2 c) Use a rubric to self-assess (critique) and revise focused areas of writing d) Revise to delete unnecessary details and ensure sentence sense <p>Writing Dimensions:</p> <ul style="list-style-type: none"> e) State and maintain focus/controlling idea for writing f) Select language (voice and tone) that reflects awareness of audience g) Choose an organizational format appropriate to the writing task h) Compose multi-paragraph pieces that include an introduction, body, conclusion, and transitional words and phrases between paragraphs i) Elaborate by naming, describing, explaining and/or comparing specific facts, details, references to text and/or citations when appropriate <p><i>Aligns with VT GEs W7: 1, 4, 7, 8, 10, 13, 16</i></p>	<ul style="list-style-type: none"> a) Apply appropriate punctuation to various sentence patterns to enhance meaning: Use commas to punctuate compound sentences; colons; semicolons b) Use commas after introductory words, phrases, or clauses c) Use apostrophes for plural possessive nouns d) Use resources to check and correct spelling e) Independently apply spelling knowledge in proofreading and editing of writing f) Correctly spell grade-appropriate word groups that share a common root (e.g., “structure,” “construct,” “instruction”) g) Apply conventional spelling patterns/rules to new situations h) Use correct paragraph formatting <p><i>Aligns with VT GEs W7: 2, 3, 4</i></p>	<p>COMMON LOCAL ASSESSMENT: INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> a) Select and summarize key ideas to set context b) Connect what has been read to prior knowledge, other texts, or broader world of ideas by referring to or explaining relevant ideas c) Provide evidence from text, including direct citation(s), to support an analytical judgment d) Make inferences about content, events, theme, and author’s craft (e.g., characterization and author’s choice of words) e) Draw a conclusion by synthesizing relevant information and making a connection to broader ideas f) Use effective voice and tone (word choice, sentence patterns) for desired effect on readers, if appropriate <p><i>Aligns with VT GEs W7: 5, 6</i></p>	<p>EMPHASIS ON WRITING TO INFORM</p> <ul style="list-style-type: none"> a) Obtain information from multiple locations or sources b) Define a significant problem, issue, topic, or concern and state a clear position c) Select appropriate information to set context, which may include a lead/hook d) Include facts and details relevant to focus, with appropriate depth of information, excluding extraneous information e) Use an appropriate organizational text structure (e.g., description, chronology, proposition/support, compare/contrast, problem/solution) f) Use transition words/phrases appropriate to organizing text structure g) Anticipate and address reader’s concern or counter arguments h) Write with a sense of audience, when appropriate i) Comment on the significance of the information, when appropriate j) Write a conclusion that provides closure k) List and cite sources using accepted format <p><i>Aligns with VT GEs W7: 8</i></p>	<ul style="list-style-type: none"> a) Create a clear and coherent story line b) Establish a context, character motivation, problem/conflict/challenge, and resolution c) Use relevant and descriptive details, sensory language, and/or dialogue to advance the story line <p><i>Aligns with VT GEs W7: 11, 12</i></p>

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<p>Writing Process:</p> <ul style="list-style-type: none"> a) Select a prewriting format appropriate to the writing task b) Proofread and edit elements identified in Power Standard #2 c) Use a rubric to self-assess (critique) and revise focused areas of writing d) Revise to delete unnecessary details and ensure sentence sense <p>Writing Dimensions:</p> <ul style="list-style-type: none"> e) State and maintain focus/controlling idea for writing f) Select language (voice and tone) that reflects awareness of audience g) Choose an organizational format appropriate to the writing task h) Compose multi-paragraph pieces that include an introduction, body, conclusion, and transitional words and phrases between paragraphs i) Elaborate by naming, describing, explaining and/or comparing specific facts, details, references to text and/or citations when appropriate <p><i>Aligns with VT GEs W8: 1, 4, 7, 8, 10, 13, 16</i></p>	<ul style="list-style-type: none"> a) Use a variety of sentence structures (simple, compound, complex) b) Correct grammatical errors (e.g., subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns) c) Use punctuation to enhance meaning: hyphens; dashes; brackets; and commas to set off interjections, appositives, and direct address d) Use appropriate punctuation for citations and dialogue e) Use resources to check and correct spelling f) Use correct paragraph formatting <p><i>Aligns with VT GEs W8: 2, 3, 4, 6</i></p>	<p>COMMON LOCAL ASSESSMENT: INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> a) Select and summarize key ideas to set context b) Connect what has been read to prior knowledge, other texts, or broader world of ideas by referring to or explaining relevant ideas c) Provide evidence from text, including direct citation(s), to support an analytical judgment d) Make inferences about content, events, theme, and author's craft (style, bias, literary techniques, point of view, etc.) e) Draw a conclusion by synthesizing relevant information and making a connection to broader ideas f) Use effective voice and tone (word choice, sentence patterns) for desired effect on readers, if appropriate g) Exclude loosely related or extraneous information <p><i>Aligns with VT GEs W8: 5, 6</i></p>	<p>EMPHASIS ON WRITING TO DEMONSTRATE A PROCESS</p> <ul style="list-style-type: none"> a) Obtain information from multiple locations or sources b) Define a significant problem, issue, topic, or concern and state a clear position c) Select appropriate information to set context, which may include a lead/hook d) Include facts and details relevant to focus, with appropriate depth of information, excluding extraneous information e) Use an appropriate organizational text structure (e.g., description, chronology, proposition/support, compare/contrast, problem/solution) f) Use transition words/phrases appropriate to organizing text structure g) Anticipate and address reader's concern or counter arguments h) When appropriate: Write with a sense of audience; establish an authoritative stance; comment on the significance of the information i) Write a conclusion that synthesizes information from the report j) List and cite sources using accepted format k) For Process: Organize steps and help reader understand and visualize process <p><i>Aligns with VT GEs W8: 13, 14</i></p>	<ul style="list-style-type: none"> a) Create a clear and coherent story line b) Establish context, character motivation, problem/conflict/challenge, resolution, and maintain point of view c) Create vivid images using relevant and descriptive details, sensory language, and/or dialogue to advance action <p><i>Aligns with VT GEs W8: 11, 12</i></p>

Writing Power Standard #1 Writing Process and Dimensions	Writing Power Standard #2 Writing Conventions and Structures	Writing Power Standard #3 Response to Text	Writing Power Standard #4 Informational and Persuasive	Writing Power Standard #5 Narrative and Reflective
<p>Students use the writing process of prewriting, drafting, revising, editing, and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)</p>	<p>Students use conventions and appropriate sentence, paragraph, and text structures in writing. (Aligns with Vermont Standards 1.6 and 5.18)</p>	<p>Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)</p>	<p>Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)</p>	<p>Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)</p>
<ul style="list-style-type: none"> a) Prewrite, draft, revise, and edit b) Compose a multi-paragraph piece of writing that includes an introduction, supporting paragraphs, a conclusion, and transitional words and phrases c) Use variety of organizational structures within paragraphs or within texts appropriate to the task: description, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, deductive/inductive d) Edit elements identified in Power Standard #2 <p><i>Aligns with VT GEs WHS: 1, 4, 7, 8, 10, 13, 16</i></p>	<ul style="list-style-type: none"> a) Correct grammatical errors b) Use punctuation to clarify meaning c) Apply spelling knowledge in proofreading and editing writing d) Use resources to correct spelling e) Recognize spelling/meaning connections including foreign derivations <p><i>Aligns with VT GEs WHS: 2, 3, 4</i></p>	<ul style="list-style-type: none"> a) Set context by selecting key information to summarize text b) State focus, firm judgment, point of view, or interpretive claim in response to question c) Maintain and support focus with specific evidence from texts which shows understanding of text and connects to broader world of ideas d) Refer to critical sources to support interpretive claims e) Organize ideas so that the reader can easily follow writer's thinking including context, transitions, conclusion, explanation f) Use appropriate voice/tone g) Use citations where appropriate <p><i>Aligns with VT GEs WHS: 5, 6, 7</i></p>	<ul style="list-style-type: none"> a) Write introduction to set context with appropriate information and hook b) State and maintain a perspective on a subject/topic c) Demonstrate awareness of audience d) Use organizational text structure appropriate to focus/controlling idea (description, chronological, proposition/support, compare/contrast, cause/effect, investigation, procedure) e) Use transition words, phrases appropriate to text structure f) Include detail/information/ideas of adequate depth and relevance to focus/controlling idea g) Cite sources in appropriate format as needed h) Comment on significance of information throughout the report i) Use a range of strategies to elaborate and persuade such as statistics, appeals to logic and/or emotion, experience, case studies, expert opinion j) Address reader's concerns and/or needs, or counterarguments k) In procedures, provide a list of specific materials/equipment if appropriate l) Write an effective/appropriate conclusion <p><i>Aligns with VT GEs WHS: 8- 10, 13, 14, 15, 16</i></p>	<ul style="list-style-type: none"> a) Create a story line b) Establish context (setting or background, character motivation, problem/conflict/challenge and resolution) c) Use transitions to establish clear chronology, enhance meaning (ellipses, time transitions, white space) d) Develop characters through the use of dialog, description, and imagery e) Maintain point of view (1st person, 3rd person, or omniscient) f) Control pace of story g) Use concrete details and sensory language to establish context h) Establish or evolve focus i) Use a variety of techniques for reflecting (questions, compares, connects, using figurative language) and interpreting evidence j) Use coherent organization k) Leave reader with something to think about <p><i>Aligns with VT GEs WHS: 11, 12, 17</i></p>