

2010 English Standards of Learning Writing Skills Progression by Grade

| Standard | Grade(s) | | | | | | | | | | | | |
|--|----------|---|---|---|---|---|---|---|---|---|----|----|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Differentiate pictures from writing. | | | | | | | | | | | | | |
| Use available technology for reading and writing. | | | | | | | | | | | | | |
| Generate ideas. | | | | | | | | | | | | | |
| Focus on one topic. | | | | | | | | | | | | | |
| Revise writing. | | | | | | | | | | | | | |
| Use complete sentences in final copies. | | | | | | | | | | | | | |
| Begin each sentence with a capital letter and use ending punctuation in final copies. | | | | | | | | | | | | | |
| Use correct spelling for commonly used sight words and phonetically regular words in final copies. | | | | | | | | | | | | | |
| Organize writing to include a beginning, middle and end for narrative and expository writing. | | | | | | | | | | | | | |
| Expand writing to include descriptive detail. | | | | | | | | | | | | | |
| Identify intended audience. | | | | | | | | | | | | | |
| Use a variety of prewriting strategies. | | | | | | | | | | | | | |
| Write a clear topic sentence focusing on the main idea. | | | | | | | | | | | | | |
| Write a paragraph on the same topic. | | | | | | | | | | | | | |
| Use strategies for organization of information and elaboration according to the type of writing. | | | | | | | | | | | | | |
| Include details that elaborate the main idea. | | | | | | | | | | | | | |
| Recognize different modes of writing have different patterns of organization. | | | | | | | | | | | | | |
| Write two or more related paragraphs on the same topic. | | | | | | | | | | | | | |
| Use transition words for sentence variety. | | | | | | | | | | | | | |
| Utilize elements of style, including word choice and sentence variation. | | | | | | | | | | | | | |
| Write multiparagraph compositions. | | | | | | | | | | | | | |
| Compose a topic sentence or thesis statement if appropriate. | | | | | | | | | | | | | |
| Select vocabulary and information to enhance the central idea, tone, and voice. | | | | | | | | | | | | | |
| Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | | | | | | | | | | | | | |
| Use clauses and phrases for sentence variety. | | | | | | | | | | | | | |
| Distinguish between a thesis statement and a topic sentence. | | | | | | | | | | | | | |
| Communicate clearly the purpose of the writing using a thesis statement where appropriate. | | | | | | | | | | | | | |
| Arrange paragraphs into a logical order. | | | | | | | | | | | | | |

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|--|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Use transitions between paragraphs and ideas. | | | | | | | | | | | | | |
| Synthesize information to support the thesis. | | | | | | | | | | | | | |
| Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. | | | | | | | | | | | | | |
| Clarify and defined position with precise and relevant evidence elaborating ideas clearly and accurately. | | | | | | | | | | | | | |
| Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. | | | | | | | | | | | | | |
| Use a variety of rhetorical strategies to accomplish a specific purpose. | | | | | | | | | | | | | |
| Create arguments free of errors in logic and externally supported. | | | | | | | | | | | | | |

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| The skill is introduced and appears in the grade-level writing standards. | |
| The skill is not formally introduced in the grade level writing standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades. | |