

Module 2

- I. Writing Standard 1 (Writing)
 - a. Benchmark 1 (Narrative)
 - 1. Indicator for Ideas/Content
 - 2. Indicator for Organization
 - 3. Indicators for Voice
 - 4. Indicators for Word Choice
 - 5. Indicators for Sentence Fluency
 - 6. Indicators for Conventions
 - b. Benchmark 2 (Expository)
 - 1. Indicator for Ideas/Content
 - 2. Indicator for Organization
 - 3. Indicators for Voice
 - 4. Indicators for Word Choice
 - 5. Indicators for Sentence Fluency
 - 6. Indicators for Conventions
 - c. Benchmark 3 (Technical)
 - 1. Indicator for Ideas/Content
 - 2. Indicator for Organization
 - 3. Indicators for Voice
 - 4. Indicators for Word Choice
 - 5. Indicators for Sentence Fluency
 - 6. Indicators for Conventions
 - d. Benchmark 4 (Persuasive)
 - 1. Indicator for Ideas/Content
 - 2. Indicator for Organization
 - 3. Indicators for Voice
 - 4. Indicators for Word Choice
 - 5. Indicators for Sentence Fluency
 - 6. Indicators for Conventions



II. Writing Standard 1 (Research)

a. Benchmark 1 (Effective Research Practices)

1. Indicator 1 - thesis/hypothesis
2. Indicator 2 - locate resources
3. Indicator 3 - distinguishes accurate and inaccurate information
4. Indicator 4 - compiles and organizes information
5. Indicator 5 - presents findings and conclusions
6. Indicator 6 - outlines information into topics and subtopics
7. Indicator 7 - documents sources of information
8. Indicator 8 - uses appropriate citation form

b. Benchmark 2 (Ethical Research Practices)

1. Indicator 1 - analyzes and understands implications of plagiarism
2. Indicator 2 - expresses information in own words
3. Indicator 3 - cites references
4. Indicator 4 - constructs bibliography using appropriate citation form

- Assessed indicators: (marked with deltas)
 - Only in Writing Standard 1, modes of **narrative** (B1), **expository** (B2), and **persuasive** (B4)
 - Only at grades 5, 8, & 11
 - **Performance assessment piece rated with 6-Trait rubrics**
- Instructional Examples
 - Located on the right hand side of standards document
 - Teacher generated activities
 - Open to additional submissions by teachers
- Glossary
 - Words or phrases in italics are defined in the glossary.



Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ Chooses and writes about a narrowed and focused idea and occasionally write about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 2. ▲ Writes using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 3. ▲ Maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 4. ▲ Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 5. ▲ Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T,P) 6. ▲ Writes a piece with an inviting introduction, reasonable body, and satisfying conclusion. (Organization: prewriting, drafting, revising: N,E,T,P) 7. ▲ Uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P) 8. ▲ Writes in an expressive, engaging, and individualized style with an awareness of the reader. (Voice: prewriting, drafting, revising: N,E,T,P) 9. ▲ Uses language that is vivid, powerful, and specific to create strong imagery. (Word Choice: prewriting, drafting, revising: N,E,T,P) 10. ▲ Chooses words and phrases for purposes and audiences (family, peers, teachers, community). (Word Choice: prewriting, drafting, revising: N,E,T,P) 11. ▲ Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. 12. (Sentence Fluency: prewriting, drafting, revising: 	<p>The teacher...</p> <ul style="list-style-type: none"> • Reads a collection of books with strong voice to the students. Then the students select a character and imitates that character's voice in a writing (focus on voice). • Provides students with one wordy sentence per day which they will write into their journal and then simplify (focus on sentence fluency). • Uses picture books and/or novels to model and instruct students in using appropriate dialogue in their writing. Students then write a story with dialogue. • Uses text with dialogue omitting the names of the characters. Students use context clues to identify the speakers.



Module II Part 2: Differences among Content Standards - Writing

The writing standard is organized using the modes of writing as the benchmarks.
True or False

The correct answer is (True)

The writing standards are still a part of the reading standards.
True or False

The correct answer is (False)

The KSDE writing assessment includes:
writing and research
all four modes of writing
narrative, persuasive and expository modes
narrative, expository and technical modes

The correct answer is (C – narrative, persuasive and expository modes)

In the writing standards, the instructional examples are located on the left hand side of the document.
True or False

The correct answer is (False)

The revised writing standard has continued to use the 6-Trait Writing Model.
True or False

The correct answer is (True)