**MAINE LEARNING RESULTS ENGLISH LANGUAGE ARTS STANDARDS**

**WRITING**

Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long and short time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose.

In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity.

The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.

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| **Strand** | **WRITING: Inquiry to Build and Present Knowledge** |
| **Standard 1** | **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.**  |
| Grade | Childhood | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | 1. Investigate questions by participating in shared research and writing projects.
2. Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.
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2. Gather information from provided sources and/or recall information from experiences in order to answer questions.
 | 1. Investigate questions by participating in research that builds knowledge about a topic.
2. Gather information from a variety of sources and/or recall information from experiences in order to answer questions.
3. Take brief notes on sources and sort information into provided categories.
 | 1. Investigate questions by participating in research that builds varied knowledge about a topic.
2. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
3. Take notes on sources and sort information into provided categories.
4. Provide a list of sources.
 | 1. Investigate and generate questions by participating in research that builds varied knowledge about a topic.
2. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
3. Summarize or paraphrase notes on sources and sort information into provided categories.
4. Provide a list of sources.
 | 1. Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed.
2. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
3. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
4. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
 | 1. Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.
2. Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
3. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
4. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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| **Strand** | **WRITING: Process and Production** |
| **Standard 2** | **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.** |
| Grade | Childhood | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | 1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
2. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including peer collaboration.
 | 1. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.
 | 1. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.
 | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2. With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
3. Develop keyboarding skills.
 | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
3. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.
 | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
2. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
3. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.
 | 1. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
2. Use technology to produce writing, as well as to interact and collaborate with others.
3. Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
 | 1. Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
2. Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
3. Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
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| **Strand** | **WRITING: Composing for Audience and Purpose** |
| **Standard 3** | **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose while avoiding plagiarism.** |
| Grade | Childhood | Early Adolescence | Adolescence |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 9-Diploma |
| Performance Expectations | 1. Print many upper- and lowercase letters.
2. Use a combination of drawing and writing to communicate a topic.
 | 1. Print all upper- and lowercase letters.
2. Use a combination of drawing and writing to communicate a topic with details.
 | Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. | 1. Use a combination of illustrations and writing to produce pieces with introductions, bodies including details and conclusions.
2. Develop the topic with relevant supporting details.
3. Use developmentally appropriate linking words and phrases.
4. Use precise vocabulary/word choice.
5. Provide a sense of closure that is related to the ideas presented.
 | 1. Produce writing to communicate clearly and to organize increasingly complex pieces with introductions, bodies including details and conclusions.
2. Develop the topic with relevant supporting details.
3. Use developmentally appropriate linking words and phrases with increasing complexity.
4. Use precise vocabulary/word choice.
5. Provide a sense of closure that is related to the ideas presented.
 | 1. Produce writing to communicate clearly and organize increasingly complex pieces with introductions, bodies including details and conclusions.
2. Develop the topic with relevant, logically ordered supporting details.
3. Use developmentally appropriate linking words and phrases with increasing complexity.
4. Use precise vocabulary/word choice.
5. Provide a sense of closure that is related to the ideas presented.
 | 1. Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
2. Develop and support the topic with relevant techniques and logically ordered details.
3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
4. Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
5. Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
 | 1. Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
2. Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
3. Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.
4. Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
5. Provide closure that enhances, supports, and reflects the purpose of the piece.
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