

Ninth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	9.W.1.1 Students can write a thesis statement for an expository or persuasive document.
(Evaluation)	9.W.1.2 Students can revise a document for sentence fluency.
(Synthesis)	9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	9.W.2.1 Students can revise text for the correct use of phrases.
(Application)	9.W.2.2 Students can identify and incorporate prepositional phrases in the writing process.

**Ninth Grade Writing
Performance Descriptors**

Advanced	Ninth grade students performing at the advanced level: <ul style="list-style-type: none">• write documents using explicit or implicit thesis statements;• revise a document for sentence fluency using varied sentence patterns to create cadence, rhythm, and flow;• write an informational document using primary and secondary sources that are cited in the text and listed on a reference page;• use phrases effectively to enhance writing;• identify prepositional phrases as adjective or adverb phrases.
Proficient	Ninth grade students performing at the proficient level: <ul style="list-style-type: none">• write a thesis statement for an expository or persuasive document;• revise a document for sentence fluency;• write an informational document using primary and secondary sources that are listed on a reference page;• revise text for the correct use of phrases;• identify and incorporate prepositional phrases in the writing process.
Basic	Ninth grade students performing at the basic level: <ul style="list-style-type: none">• write a thesis statement for an expository essay;• revise a document for sentence fluency using similar sentence patterns;• write an informational document citing sources;• identify the phrases in text;• identify prepositions.

Tenth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	10.W.1.1 Students can write text using problem/solution and cause/effect organizational patterns.
(Evaluation)	10.W.1.2 Students can revise a document for voice.
(Synthesis)	10.W.1.3 Students can write a research document that cites sources to support a thesis.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Application)	10.W.2.1 Students can edit text for the correct use of active and passive voice.
(Evaluation)	10.W.2.2 Students can edit text for the correct use of pronouns and pronoun case.
(Evaluation)	10.W.2.3 Students can edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.
(Application)	10.W.2.4 Students can identify and incorporate conjunctions in the writing process.

**Tenth Grade Writing
Performance Descriptors**

Advanced	<p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none">• select the most effective organizational pattern for a given writing task;• revise a document for a sincere and original voice;• weave sources into a thesis-supported commentary;• creatively apply active and passive voice and justify choices;• apply editing knowledge of pronouns in formal and informal writing;• defend the use of quotation marks and italics;• edit writing for the correct use of conjunctions in a variety of writings.
Proficient	<p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none">• write text using problem/solution and cause/effect organizational patterns;• revise a document for voice;• write a research document that cites sources to support a thesis;• edit text for the correct use of active and passive voice;• edit text for the correct use of pronouns and pronoun cases;• edit text for correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue;• identify and incorporate conjunctions in the writing process.
Basic	<p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none">• identify problem/solution and cause/effect organizational pattern;• identify consistent voice;• create a research document that partially supports a thesis;• identify active and passive voice;• recognize pronouns and pronoun cases;• state the rules governing the use of quotation marks and italics;• identify the use of conjunctions in text.

Eleventh Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	11.W.1.1 Students can write text using comparison/contrast organizational patterns.
(Synthesis)	11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Evaluation)	11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.
(Evaluation)	11.W.2.2 Students can edit for correct use of verbals and verbal phrases.
(Evaluation)	11.W.2.3 Students can edit for correct use of semicolons and colons.
(Evaluation)	11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.

**Eleventh Grade Writing
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none">• critique the comparison/contrast pattern for its effectiveness;• create an original work that mirrors the same theme as the analyzed work of literature;• defend the use of independent and subordinate clauses;• defend the use of verbals and verbal phrases;• defend the use of semicolons and colons in a document;• defend the use of parentheses, dashes, hyphens, and ellipses in a document.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none">• write text using comparison/ contrast organizational patterns;• write a document analyzing how a work of literature mirrors the themes and issues of its historical period;• edit text for the correct use of independent and subordinate clauses;• edit for correct use of verbals and verbal phrases;• edit for correct use of semicolons and colons;• edit for correct use of parentheses, dashes, hyphens, and ellipses.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none">• identify comparison/contrast organizational patterns;• identify how a work of literature mirrors the themes and issues of its historical period;• identify independent and subordinate clauses;• identify verbals and verbal phrases;• state the rule for the use of semicolons and colons;• state the rule for the use of parentheses, dashes, hyphens, and ellipses.

Twelfth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Bloom's Taxonomy Level	Standards
(Synthesis)	12.W.1.1 Students can generate correspondence for workplace or academic settings.
(Synthesis)	12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.
(Evaluation)	12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.

Indicator 2: Students can apply Standard English conventions in their writing.

Bloom's Taxonomy Level	Standards
(Evaluation)	12.W.2.1 Students can edit a document for all conventions.

**Twelfth Grade Writing
Performance Descriptors**

Advanced	Twelfth grade students performing at the advanced level: <ul style="list-style-type: none">• generate and appraise correspondence for workplace or academic settings;• write a research document that uses the defense of a position to organize a plan of action;• revise and edit a document to meet publication criteria.
Proficient	Twelfth grade students performing at the proficient level: <ul style="list-style-type: none">• generate correspondence for workplace or academic settings;• write a research document which will defend a position or recommend a plan of action;• revise documents for ideas, organization, diction, fluency, voice, and presentation;• edit a document for all conventions.
Basic	Twelfth grade students performing at the basic level: <ul style="list-style-type: none">• generate a business letter;• write a research document;• edit a document.

Writing

Indicator 1: Students can apply the writing process to compose text.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
9.W.1.1 (Synthesis) Students can write a thesis statement for an expository or persuasive document.	10.W.1.1 (Synthesis) Students can write text using problem/solution and cause/effect organizational patterns.	11.W.1.1 (Synthesis) Students can write text using comparison/contrast organizational patterns.	12.W.1.1 (Synthesis) Students can generate correspondence for workplace or academic settings.
9.W.1.2 (Evaluation) Students can revise a document for sentence fluency.	10.W.1.2 (Evaluation) Students can revise a document for voice.	11.W.1.2 (Synthesis) Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.	12.W.1.2 (Synthesis) Students can write a research document which will defend a position or recommend a plan of action.
9.W.1.3 (Synthesis) Students can write an informational document using primary and secondary sources that are listed on a reference page.	10.W.1.3 (Synthesis) Students can write a research document that cites sources to support a thesis.		12.W.1.3 (Evaluation) Students can revise a document for ideas, organization, diction, fluency, voice, and presentation.

Indicator 2: Students can apply Standard English conventions in their writing.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
<p>9.W.2.1 (Application) Students can revise text for the correct use of phrases.</p>	<p>10.W.2.1 (Application) Students can edit text for the correct use of active and passive voice.</p>	<p>11.W.2.1 (Evaluation) Students can edit text for the correct use of independent and subordinate clauses.</p>	<p>12.W.2.1 (Evaluation) Students can edit a document for all conventions.</p>
<p>9.W.2.2 (Application) Students can identify and incorporate prepositional phrases in the writing process.</p>	<p>10.W.2.2 (Evaluation) Students can edit text for the correct use of pronouns and pronoun case.</p>	<p>11.W.2.2 (Evaluation) Students can edit for the correct use of verbals and verbal phrases.</p>	
	<p>10.W.2.3 (Evaluation) Students can edit text for the correct use of quotation marks and italics for quoted materials, titles, emphasized words, and dialogue.</p>	<p>11.W.2.3 (Evaluation) Students can edit for the correct use of semicolons and colons.</p>	
	<p>10.W.2.4 (Application) Students can identify and incorporate conjunctions in the writing process.</p>	<p>11.W.2.4 (Evaluation) Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.</p>	