

Alaska State Handwriting Standards

Updated April 2007

STANDARDS AND GRADE LEVEL EXPECTATIONS Adopted by the Alaska State Board of Education & Early Development March 2006.

This document can be viewed in it's entirety at:

<http://www.eed.state.ak.us/standards/>

Writing Performance Standards (Grade Level Expectations) Kindergarten-Grade Two

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The first row of each table includes a sentence that summarizes the performance standards (the performance standards state what students should know and be able to do at ages 5-7, 8-10, 11-14, and 15-18). The second row includes the complete performance standards for ages 5-7.

Note: Grade 3 PSGLEs are included in this draft document to show the progression from kindergarten to grade 3.

The student writes about a topic.			
W1.1 a. Write complete sentences with a subject and a predicate. E.A. 1 b. Write a paragraph with a topic sentence and supporting details. E.A.2 c. Write short stories or compositions with a beginning, middle, and end. E.A. 4			
Kindergarten	Grade 1	Grade 2	Grade 3
<p>The student writes about a topic by</p> <p>[K] 1.1.1 Writing to express personal ideas using drawings, symbols, letters, or words</p> <p>[K] 1.1.2 Dictating or writing words, phrases, or sentences related to a single topic</p>	<p>The student writes about a topic by</p> <p>[1] 1.1.1 Writing a complete sentence with a subject and a predicate</p> <p>[1] 1.1.2 Writing about a single topic using drawings and a minimum of three complete sentences</p> <p>[1] 1.1.3 Identifying and writing the beginning, middle, and end in a piece of writing</p>	<p>The student writes about a topic by</p> <p>[2] 1.1.1 Writing complete sentences with a subject and a predicate</p> <p>[2] 1.1.2 Writing and organizing thoughts into a topic sentence and two supporting sentences</p> <p>[2] 1.1.3 Writing a story or composition with a beginning, middle, and end</p> <p>[2] 1.1.4 Identifying paragraphs in a piece of writing</p>	<p>The student writes about a topic by</p> <p>[3] 1.1.1 Writing complete sentences with a subject and a predicate</p> <p>[3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details</p> <p>[3] 1.1.3 Writing a story or composition with a beginning, middle, and end (L)</p>

The number or letter in brackets indicates the grade level.

The numbering indicates the performance standard and the Grade Level Expectation number, so PSGLE [2] 1.1.1 is Performance Standard 1.1, and the first PSGLE for that performance standard for grade 2.

Writing Performance Standards (Grade Level Expectations) Grade 3

Each PSGLE includes a bolded statement called the “stem.” Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The first row of each table includes a sentence that summarizes the performance standards, and the second row includes the complete performance standards. (Note that the header on each page lists the grades that are covered by each set of performance standards.)

The numbering indicates the performance standard and the Grade Level Expectation number, so PSGLE [5] 2.4.1 is Performance Standard 2.4, and the first PSGLE for that performance standard for grade 5.

The student revises writing (writing trait: word choice, sentence fluency).		
W1.4 a. Revise writing for detail and clarity. E.A.5 b. Provide appropriate feedback to peers about written work. E.A.8 W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5 b. Revise own and others’ work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8		
Grade 3	Grade 4	Grade 5
The student revises writing by [3] 1.4.1 Rearranging and/or adding supporting details to improve clarity [3] 1.4.2 Giving/receiving appropriate feedback about written work (L)	The student revises writing by [4] 2.4.1 Rearranging and/or adding details to <u>improve focus and to support main ideas</u> [4] 2.4.2 Giving/receiving appropriate feedback <u>and using established criteria to review own and others’</u> written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)	The student revises writing by [5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and <u>to make sequence clear</u> [5] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)

Some PSGLEs have been identified as Local. They are for local assessment and will not be on a state

The number in brackets indicates the grade level.

Differences between grade levels are underlined.

PSGLEs repeated with no changes across grade levels are marked with asterisks. This indicates the PSGLE assumes an increasing level of writing skill applications to indicate the growth in the PSGLE.

Writing Performance Standards (Grade Level Expectations) Grade 4

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The numbering indicates the performance standard and the Grade Level Expectation number, so PSGLE [5] 2.4.1 is Performance Standard 2.4, and the first PSGLE for that performance standard for grade 5.

The student revises writing (writing trait: word choice, sentence fluency).		
<p>W1.4 a. Revise writing for detail and clarity. E.A.5 b. Provide appropriate feedback to peers about written work. E.A.8</p> <p>W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5 b. Revise own and others’ work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p>		
Grade 3	Grade 4	Grade 5
<p>The student revises writing by</p> <p>[3] 1.4.1 Rearranging and/or adding supporting details to improve clarity</p> <p>[3] 1.4.2 Giving/receiving appropriate feedback about written work (L)</p>	<p>The student revises writing by</p> <p>[4] 2.4.1 Rearranging and/or adding details to <u>improve focus and to support main ideas</u></p> <p>[4] 2.4.2 Giving/receiving appropriate feedback <u>and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)</u></p>	<p>The student revises writing by</p> <p>[5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and <u>to make sequence clear</u></p> <p>[5] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)</p>

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Writing Performance Standards (Grade Level Expectations) Grade 5

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The numbering indicates the performance standard and the Grade Level Expectation number, so PSGLE [5] 2.4.1 is Performance Standard 2.4, and the first PSGLE for that performance standard for grade 5.

The student revises writing (writing trait: word choice, sentence fluency).		
<p>W1.4 a. Revise writing for detail and clarity. E.A.5 b. Provide appropriate feedback to peers about written work. E.A.8</p> <p>W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5 b. Revise own and others’ work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8</p>		
Grade 3	Grade 4	Grade 5
<p>The student revises writing by</p> <p>[3] 1.4.1 Rearranging and/or adding supporting details to improve clarity</p> <p>[3] 1.4.2 Giving/receiving appropriate feedback about written work (L)</p>	<p>The student revises writing by</p> <p>[4] 2.4.1 Rearranging and/or adding details to <u>improve focus and to support main ideas</u></p> <p>[4] 2.4.2 Giving/receiving appropriate feedback <u>and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)</u></p>	<p>The student revises writing by</p> <p>[5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and <u>to make sequence clear</u></p> <p>[5] 2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics)* (L)</p>

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