

Georgia Performance Standards

(As per <http://www.georgiastandards.org> The Georgia Performance Standards, address the issue of cursive writing in the third and fourth grades.)

Updated 2009

Kindergarten

ELAKW1

Grade: KK

Description: ELAKW1 The student begins to understand the principles of writing. The student

Elements:

- a. Writes or dictates to describe familiar persons, places, objects, or experiences.
- b. Uses drawings, letters, and phonetically spelled words to create meaning.
- c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.
- d. Uses left-to-right pattern of writing.
- e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.

ELAKR1

Grade: KK

Description: ELAKR1 The student demonstrates knowledge of concepts of print. The student

Elements:

- a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.
- b. Demonstrates that print has meaning and represents spoken language in written form.
- c. Tracks text read from left to right and top to bottom.
- d. Distinguishes among written letters, words, and sentences.
- e. Recognizes that sentences in print are made up of separate words.
- f. Begins to understand that punctuation and capitalization are used in all written sentences.

Grade 1

ELA1R1

Grade: 1

Description: ELA1R1 The Student demonstrated knowledge of concepts of print. The student

Elements:

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.

c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

ELA1W1

Grade: 1

Description: ELA1W1 The student begins to demonstrate competency in the writing process. The student

Elements:

- a. Writes texts of a length appropriate to address a topic and tell a story.
- b. Describes an experience in writing.
- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- d. Prints with appropriate spacing between words and sentences.
- e. Writes in complete sentences with correct subject-verb agreement.
- f. Uses nouns (singular and plural) correctly.
- g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- h. Uses singular possessive pronouns.
- i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).
- j. Begins to use common rules of spelling.
- k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).
- m. Uses commas in a series of items.

Grade 2

ELA2W1

Grade: 2

Description: ELA2W1 The student demonstrates competency in the writing process. The student

Elements:

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
- c. Uses transition words and phrases.
- d. Begins to create graphic features (charts, tables, graphs).
- e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
- f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
- g. Begins to write a persuasive piece that states and supports an opinion.
- h. Prewrites to generate ideas orally.
- i. Uses planning ideas to produce a rough draft.
- j. Rereads writing to self and others, revises to add details and edits to make corrections.

- k. Creates documents with legible handwriting.
- l. Consistently writes in complete sentences with correct subject/verb agreement.
- m. Uses nouns (singular, plural, and possessive) correctly.
- n. Uses singular possessive pronouns.
- o. Uses singular and plural personal pronouns.
- p. Uses increasingly complex sentence structure.
- q. Uses common rules of spelling.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory/ simple and compound).
- s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade appropriate abbreviations.
- t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- u. Recognizes appropriate uses of quotation marks.
- v. Uses the dictionary and thesaurus to support word choices.

Grade 3

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing).

ELA3W1 The student demonstrates competency in the writing process. The student

- c. Writes text of a length appropriate to address the topic or tell the story.
- d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).

Grade 4

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

Grade 5

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).