

**BIDDEFORD SCHOOL DEPARTMENT**  
GRADE LEVEL EXPECTATIONS  
WRITING  
GRADES 3-8  
NECAP

(compiled by Susanne Dunn, Biddeford Middle School, 8/04/09)

	End of Grade 3	End of Grade 4	End of grade 5/6	End of 7	End of 8
Students demonstrate command of the structures of sentences, paragraphs, and text by:	3.1 Writing a variety of complete simple sentences (declarative, exclamatory, and interrogative).	4.1 Writing a variety of complete simple <u>and compound sentences.</u>	5.1 <u>Using varied sentence length and structure to enhance meaning (e.g. including phrases and clauses.</u>	7.1 same	8.1 same
		4.1.2 <u>Using the paragraph form; indenting, main idea, supporting details.</u>	5.1.2 same	7.1.2 same	8.1.2 same
			5.1.3 <u>Recognizing organizational structures within paragraphs (description, sequential, chronology, proposition/support, compare/contrast)</u> <u>NOTE: When given a paragraph and a list of text structures, students identify structure used for their purposes.</u>	7.1.3 Recognizing organizational structures within paragraphs <u>or within texts</u> (description, sequential, chronology, proposition/support, compare/contrast, <u>problem/solution</u> )	8.1.3 same
				7.1.4 Applying a format and text structure appropriate to the purpose of the writing	8.1.4 same

	End of Grade 3	End of Grade 4	End of grade 5/6	End of 7	End of 8
In response to literary or informational texts, students show understanding of plot/ideas/concepts by:	3.2 Selecting appropriate information to set context/background (including author, title, brief summary)	4.2 same	5.2 Selecting appropriate information to set context/background ( <u>When introducing a character, making sure the reader understands who the character is</u> )	7.2 <u>Selecting and summarizing key ideas to set content.</u>	8.2 same
	none given	none given	5.2.2 <u>Summarizing key ideas</u>	none given	none given
	3.2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge, which might include other texts)	4.2.3 same	5.2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge <u>or other texts by referring to relevant details.</u>	7.2.3 Connecting what has been read (plots/ideas/concepts) to prior knowledge or other texts, <u>or the broader world of ideas,</u> by referring to <u>and explaining relevant ideas.</u>	8.2.3 same

	End of Grade 3	End of Grade 4	End of grade 5	End of grade 6	End of 7	End of 8
In response to literary or informational text, students make and support analytical judgements about text by:	3.3 Stating a focus (purpose), when responding to a given question.	4.3 Starting <u>and maintaining</u> a focus (purpose), when responding to a given question.	5.3 same	6.3 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question.	7.3 same	8.3 same
	3.3.2 Making inferences about content, events, characters, or setting.	4.3.2 Making inferences about content, events, characters, setting, or <u>common themes (such as "honesty isn't always easy.")</u>	5.3.2 same	6.3.2 Making inferences about content, events, characters, setting, or common themes and the <u>relationships among them.</u>	7.3.2 Making inferences about content, events, characters, setting, <u>theme or author's craft (making links between characterization and author's choice of words, making links to characteristics of literary forms or genres.</u>	8.3.2 Making inferences about content, events, characters, setting, theme or author's craft (making links <u>to author's choice of words, style, bias, literary techniques, or point of view</u> ; making links to characteristics of literary forms or genres.
	3.3.3 Using details or references to text to support focus (support may include prior knowledge).	4.3.3 Using <u>specific</u> details <u>and</u> references to text to support focus (support may include prior knowledge).	5.3.3 Using specific details and references to text <u>or citations</u> to support focus.	6.3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment.</u>	7.3.3 same	8.3.3 same
	3.3.4 Organizing ideas, using basic transition words (e.g. first, next, then, finally) and having a concluding statement.	4.3.4 Organizing ideas, using <u>transition words/phrases</u> , and <u>writing a conclusion.</u>	5.3.4 Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure.</u>	6.3.4 same	7.3.4 same	8.3.4 Organizing ideas, using transition words/phrases and <u>drawing a conclusion by synthesizing information (e.g. demonstrate a connection to the broader world of ideas.</u>

	End of Grade 3	End of Grade 4	End of grade 5	End of grade 6	End of 7/8
In written narratives, students organize and relate a story line/plot/series of events by:	3.4 Creating a clear understandable story line with a beginning, middle, and end.	4.4 same	5.4 Creating a clear <u>and coherent</u> (logically consistent) story line	6.4 same	7.4 same
		4.4.2 Establishing a problem and solution.	5.4.2 <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution.</u>	6.4.2 Establishing context, problem/conflict/challenge, and resolution and <u>maintaining point of view (1<sup>st</sup> person, 3<sup>rd</sup> person, or omniscient).</u>	7.4.2 Establishing context, <u>character motivation</u> , problem/conflict/challenge, and resolution, and maintaining point of view.
			5.4.3 Using transition words/phrases to establish chronology and to enhance meaning.	6.4.3 same	7.4.3 <u>Using a variety of effective transitional devices (e.g. ellipses, time transitions, white space,</u> words/phrases) to enhance meaning

	End of Grade 3	End of Grade 4	End of grade 5	End of grade 6/7	End of /8
Students demonstrate use of narrative strategies by:	3.5 Using details.	4.5 Using <u>relevant and descriptive</u> details.	5.5 Using relevant and descriptive details <u>to advance the plot/story line.</u>	6.5 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line.	8.5 <u>Creating images</u> using details and sensory language to advance the plot/story line.
	none given	none given	5.5.2 Using dialogue to advance plot/story line.	6.5.2 same	8.5.2 same
	3.5.3 Identifying characters.	4.5.3 same	5.5.3 <u>Developing characters through description.</u>	6.5.3 Developing characters through description, <u>dialogue, and actions.</u>	8.5.3 Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate.</u>
				6.5.4 Using voice appropriate to purpose.	8.5.4 same
				6.5.5 Maintaining focus.	8.5.5 same

8.5.6 Controlling the pace of the story (emphasis on most important parts).

	End of Grade 3	End of Grade 4	End of grade 5	End of grade 6	End of 7	End of 8
In informational writing, students organize ideas/concepts by:	3.6 Grouping ideas with a beginning, middle, and end.	4.6 Grouping ideas <u>logically (e.g. predictable categories, steps or a procedure, reasons/arguments).</u>	5.6 <u>Using an organizational text structure appropriate to focus/controlling idea (test structure, e.g. description, sequential, chronology, proposition/support, compare/contrast.</u>	6.6 same	7.6 Using an organizational text structure appropriate to focus/controlling idea (test structure, e.g. description, sequential, chronology, proposition/support, compare/contrast, <u>or problem/solution.</u>	8.6 Using an organizational text structure appropriate to focus/controlling idea (test structure, e.g. description, sequential, chronology, proposition/support, compare/contrast, problem/solution. <u>cause/effect, investigation</u>
	none given	4.6.2 Writing an introduction that sets the context (including materials lists in procedures.	5.6.2 <u>Selecting appropriate information to set the context.</u>	6.6.2 Selecting appropriate information to set context, <u>which may include a lead/hook (startling statistic, anecdote/scenario, moving from the general to the specific, quotation)</u>	7.6.2 same	8.6.2 same
	3.6.3 Using basic transitional words, when appropriate (first, then, next, finally.	4.6.3 <u>Using transitional words or phrases</u>	5.6.3 Using transitional words/phrases <u>appropriate to organizing text structure. (numbering, ordering; or for compare/contrast, using "on the other hand."</u>	6.6.3 same	7.6.3 same	8.6.3 same
		4.6.4 Writing a conclusion.	5.6.4 Writing a conclusion that <u>provides closure.</u>	6.6.4 same	7.6.4 same	8.6.4 <u>Drawing a conclusion by synthesizing information (in reports and persuasive: something discovered/new insights (aha!) or stating the significance (so what?); in procedures: conclusion advances readers' knowledge)</u>

	End of Grade 3	End of Grade 4	End of grade 5	End of grade 6	End of 7	End of 8
In informational writing, students effectively convey purpose by:	3.7 Establishing a topic	none given	none given	none given	none given	none given
	3.7.2 Stating a focus/controlling idea on a topic.	4.7.2 Stating <i>and maintaining</i> a focus/controlling idea on a topic.	5.7.2 same	6.7.2 same	7.7.2 same	8.7.2 Stating and maintaining a focus/controlling idea/ <i>thesis</i> .
					7.7.3 Writing with a sense of audience, when appropriate.	8.7.3 same
						8.7.4 Establishing an authoritative voice.

	End of Grade 3	End of Grade 4	End of grade 5	End of grade 6	End of 7/8
In informational writing, students demonstrate use of a range of elaboration strategies by:	3.8 Including details/information relating to topic	none given	none given	none given	none given
	3.8.2 Including details/information relevant to focus.	4.8.2 Including facts and details relevant to focus/ <i>controlling idea</i>	5.8.2 Including facts and details relevant to focus/controlling idea, and <i>excluding extraneous information.</i>	6.8.2 same	7.8.2 same
	3.8.3 Including details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.	4.8.3 <i>Including sufficient details or facts</i> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.	5.8.3 same	6.8.3 same	7.8.3 same
				6.8.4 <i>Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports).</i>	7.8.4 same
					7.8.5 Commenting in the significance of information, when appropriate.

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In independent writing, students demonstrate command of appropriate English conventions by:		4.9 Identifying grammatical errors, when given examples.	5.9 Identifying or <u>correcting grammatical errors. (e.g. subject verb agreement)</u>	6.9 <u>Applying rules of standard English usage to correct grammatical errors. (subject/verb, irregular plurals, sentence fragments, and run-ons).</u>	7.9 Applying rules of standard English usage to correct grammatical errors (plus <u>clear pronoun referent, consistency of verb tense, irregular forms of verbs &amp; nouns</u> ).	8.9 Applying rules of standard English usage to correct grammatical errors (plus <u>pronoun-antecedent, case of pronouns</u> )
	3.9.2 Using capital letters for beginning of sentences and names.	4.9.2 <u>Applying basic capitalization rules (names, beginning sentences, proper nouns, titles).</u>	5.9.2 same	6.9.2 same	7.9.2 <u>Applying capitalization rules.</u>	8.9.2 same
		4.9.3 Using commas correctly in dates, and in a series (both x,y, and z and x,y and z are correct)	none given	none given	none given	none given
	3.9.4 Using end punctuation correctly in simple sentences (i.e. period, question mark, exclamation point).	4.9.4 Using end punctuation correctly in <u>a variety of sentence structures.</u>	5.9.4 <u>Using punctuation to clarify meaning (commas, apostrophes, question marks).</u>	6.9.4 same	7.9.4 <u>Applying appropriate punctuation to various sentence patterns to enhance meaning (colons, semicolons).</u>	8.9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning ( <u>hyphens, dashes, parentheses</u> )
	3.9.5 Correctly spelling grade-appropriate, high frequency words and using within-word patterns to correct	4.9.5 Correctly spelling grade-appropriate, high frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the</u>	5.9.5 Correctly spelling grade-appropriate, high frequency words, <u>including homonyms and homophones and affix spelling patterns/rules. (consonant</u>	6.9.5 same	7.9.5 same	8.9.5 <u>Applying conventional and word-derivative spelling patterns/rules (including foreign derivation).</u>

	spelling.	<u>English spelling system.</u> <u>(consonant doubling,</u> <u>change y to i, drop silent e,</u> <u>etc.)</u>	<u>doubling, consonant patterns,</u> <u>units of meaning—common</u> <u>base roots, base words,</u> <u>pre/suffixes)</u>			
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