

K-12 Standards for Non-Fiction Writing

Writing is expected to be representative of the student's grade level in its length, the complexity of ideas, and the sophistication of expression and of language. During revision younger students will need adult explanation of the standards and their application to the student's writing.

Ideas/Development - My writing:

- has a well-defined topic/thesis of manageable size
- maintains its focus throughout
- is clear, purposeful, and significant
- provides relevant and accurate supportive details/evidence for the writer's purpose
- creates vivid pictures and holds the reader's interest
- uses anecdotes, figurative language, examples, quotes, and description effectively

Organization – My writing:

- invites the reader in with a strong introduction
- has a logical, coherent and effective sequence
- has thoughtful transitions to link ideas
- has a conclusion that summarizes the topic/thesis and offers reflective insight
- uses appropriate and effective paragraphing

Sentence Fluency – My writing:

- uses phrasing that is smooth and not awkward
- uses original and clever phrasing
- uses sentences that have rhythm and flow
- uses sentences that vary in length and structure

Voice/Audience Awareness - My writing:

- is lively and engaging and makes the reader want to keep reading
- makes the reader feel connected to the topic or author
- has a clear purpose and sense of audience

Word Choice – My writing:

- uses verbs that breathe life and energy
- uses verbs that are specific and exact to the action described
- uses words that convey ideas precisely
- uses language that suits the topic and audience
- uses concise nouns, varied and precise adjectives and adverbs

Written Language Conventions - After editing, my writing:

- has correct spelling, punctuation and capitalization
- has correct paragraphing
- has correct grammar and usage except when choices are intentional, for style