



## Teaching Standards

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## Arizona Writing Standards

### Strand 1 - Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

#### Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

- PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources). (Grades: K-8)
- PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. (Grades: K-8)
- PO 3. Determine the intended audience of a writing piece. (Grades: 1-8)
- PO 4. Establish a central idea appropriate to the type of writing. (Grades: 1-8)
- PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas. (Grades: 1-8)
- PO 6. Maintain a record (e.g., list, journal, folder, notebook) of writing ideas. (Grades: 3-8)
- PO 7. Use time-management strategies, when appropriate, to produce a writing product within a set time period. (Grades: 3-8)

#### Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

- PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. (Grades: K-8)
- PO 2. Organize writing into a logical sequence that is clear to the audience. (Grades: K-8)

### **Concept 3: Revising**

Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

- PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. (Grades: K-8)
- PO 2. Organize writing into a logical sequence that is clear to the audience. (Grades: K-8)
- PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft. (Grades: 2-8)
- PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft. (Grades: 2-8)
- PO 5. Modify word choice appropriate to the application in order to enhance the writing. (Grades: 2-8)
- PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft. (Grades: 2-8)
- PO 7. Use resources and reference materials to select more precise vocabulary. (Grades: 2-8)
- PO 8. Use resources and reference materials to select more precise vocabulary. (Grades: 2-8)

### **Concept 4: Editing**

Editing includes proofreading and correcting the draft for conventions.

- PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2) (Grades: K-8)
- PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. (Grades: 2-8)
- PO 3. Apply proofreading marks to indicate errors in conventions. (Grades: 2-8)
- PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft. (Grades: 2-8)

### **Concept 5: Publishing**

Publishing involves formatting and presenting a final product for the intended audience.

- PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. (Grades: K-8)
- PO 2. Use margins and spacing to enhance the final product. (Grades: 2-8)
- PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. (Grades: 2-8)
- PO 4. Write legibly. (Grades: 2-8)

## **Strand 2 - Writing Elements**

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

### **Concept 1: Ideas and Content**

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished

- PO 1. Use clear, focused ideas and details to support the topic. (Grades: K-8)
- PO 2. Provide content and selected details that are well-suited to audience and purpose. (Grades: K-8)
- PO 3. Develop a sufficient explanation or exploration of the topic. (Grades: K, 3-8)
- PO 4. Include ideas and details that show original perspective. (Grades: K-8)

## **Concept 2: Organization**

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

- PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). (See Strand 3) (Grades: K-8)
- PO 2. Develop a strong beginning or introduction that draws in the reader. (Grades: K-8)
- PO 3. Place details appropriately to support the main idea. (Grades: K-8)
- PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas). (Grades: 2-8)
- PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology). (Grades: 2-8)
- PO 6. Create an ending that provides a sense of resolution or closure. (Grades: 2-8)

## **Concept 3: Voice**

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

- PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience. (Grades: K-8)
- PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing. (Grades: 2-8)
- PO 3. Use language appropriate for the topic and purpose. (Grades: 5-8)
- PO 4. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose. (Grades: 5-8)

## **Concept 4: Word Choice**

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

- PO 1. Use accurate, specific, powerful words that effectively convey the intended message. (Grades: K-8)
- PO 2. Use words that consistently support style and type of writing. (Grades: K-8)
- PO 3. Use vocabulary that is original, varied, and natural. (Grades: 2-8)
- PO 4. Use literal and figurative language when appropriate to purpose. (Grades: 2-8)

## **Concept 5: Sentence Fluency**

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

- PO 1. Write simple, compound, and complex sentences. (Grades: K-8)
- PO 2. Create sentences that flow together and sound natural when read aloud. (Grades: 2-8)
- PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. (Grades: 2-8)
- PO 4. Use effective and natural dialogue when appropriate. (Grades: 2-8)

## **Concept 6: Conventions**

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

- PO 1. Use capital letters for: a. proper nouns ( i.e., names, days, months) b. titles c. names of place d. abbreviations e. literary titles (i.e., book, story, poem) (Grades: K-8)
- PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points. (Grades: K-8)
- PO 3. Use commas to punctuate: a. items in a series b. greetings and closings of letters c. dates d. introductory words. (Grades: K-8)

- PO 4. Use quotation marks to punctuate: a. dialogue (although may be inconsistent or experimental) b. titles PO 5. Use a colon to punctuate time. (Grades: K-8)
- PO 6. Use apostrophes to punctuate: a. contractions b. singular possessive PO 7. Spell high-frequency words correctly. (Grades: K-8)
- PO 8. Use common spelling patterns/generalizations to spell words correctly, including: a. r-controlled b. diphthong c. vowel digraphs d. CVC words e. CCVC words f. CVCC words g. silent e h. irregular plurals i. affixes. (Grades: K-8)
- PO 9. Spell simple homonyms correctly in context. (Grades: K-8)
- PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly. (Grades: 1-8)

### Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

#### Concept 1 Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

- PO 1. Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone (Grades: K-8)
- PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ: a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format (Grades: K-8)

## Arizona Technology Standards

### Standard 1: Fundamental Operations and Concept

#### Readiness (Kindergarten)

- 1T-R1. Communicate about basic technology components using developmentally appropriate and accurate terminology
- PO 1. Use basic vocabulary related to the use of technology (e.g., mouse, keyboard, monitor, toolbar, menu, window, folder, icon, spreadsheet, word processor, cassette player, CD player versus DVD versus video tape, video camera)
- PO 2. Identify the components of a computer (e.g., mouse, keyboard, monitor, CPU, printer)

#### Foundations (Grades 1-3)

- 1T-F1. Communicate about internal technology operations using developmentally appropriate and accurate terminology
- PO 1. Apply basic vocabulary related to the internal operations of the technology (e.g., disks, drives, RAM, ROM, CD-ROM port, CD-ROM and DVD)
- 1T-F3. Use developmentally appropriate technology resources to access information and communicate electronically
- PO 1. Operate keyboard and other common input and output devices (including adaptive devices for special needs when necessary) a) Use device in response to software (e.g., point and click, arrow and enter/return keys) b) Use keyboard effectively (e.g., knows locations and function of keys, begins touch-typing strategies by grade three)
- PO 2. Retrieve and save information (e.g., text documents, digital photos, music, video)
- PO 3. Print documents, text or image

### **Essentials (Grades 4-8)**

- 1T-E3. When a system is not working properly, demonstrate an understanding of hardware, software and connectivity problem solving processes See: Science (1SC-E1)
- PO 1. Use troubleshooting strategies to solve applications problems (e.g., file management strategies, online help strategies, documentation, collaboration with others)
- PO 2. Use troubleshooting strategies to solve basic hardware problems (e.g., use online help, use documentation, collaboration with others)
- PO 3. Use troubleshooting strategies to identify basic connectivity problems (e.g., use online help, use documentation, collaboration with others)

## **Standard 3: Technology Productivity Tools**

### **Readiness (Kindergarten)**

- 3T-R1. Use technology drawing tools for communicating and illustrating
- PO 1. Using a drawing program, create a picture story with support from teacher, family members or student partners
- PO 2. Using a drawing program, add name and letters to illustrations

### **Foundations (Grades 1-3)**

- 3T-F3. Use prescribed technology tools for publishing and presenting information
- PO 1. Use a pre-designed template or stationery to publish a document (e.g., newsletter, slide show, greeting card, certificate)
- PO 2. Create a multimedia product with support from teachers, family or student partners (e.g., slide show, hyperstack, video)

### **Essentials (Grades 4-8)**

- 3T-E3. Publish and present information using technology tools
- PO 1. Design and create a multimedia presentation or Web page using multiple digital sources (e.g., from camera, video, scanner, CD-ROM, Internet)
- PO 2. Publish or present the above production

## **Proficiency (Grade 9-12)**

- 3T-P3. Use technology tools to publish and present information with interactive features
- PO 1. Design and create a multimedia presentation or Web site with interactive features (e.g., animation, sound, action buttons to play, video, control devices, open other applications, link to a Web site)

## **Standard 4: Viewing and Presenting**

### **Readiness (Kindergarten)**

- VP-R1. Recognize and respond to visual messages such as logos, symbols and trademarks
- VP-R2. Identify story events or information from visual media
- VP-R3. Create visual representations of personal experiences through media such as drawing, painting, acting and puppeteering

### **Foundations (Grades 1-3)**

- VP-F1. Recognize different types of visual media
- VP-F2. Plan and present a report, using two or more visual media
- VP-F3. Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages
- VP-F4. Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text
- Essentials (Grades 4-8)
- VP-E1. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions
- VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images
- VP-E3. Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness

## **NCTE - Standards National Council of Teachers of English**

### **IRA - International Reading Association**

- 3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 4 - Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5 - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 6 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- 11 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12 - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).