

The Universal Writing Continuum

Pre Kindergarten - Grade 12 & Dual Credit (College Freshman English)

Levels A - N

Fully-Aligned with the Common Core State Standards



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Wilmington, NC

Grade Level	Writing Stage/Writing Level	First Semester	Second Semester
Pre-K to Kindergarten	A	Proficient PK-K (Sept.)	Proficient PK; Below Basic K (May)
	B	Proficient K (Dec.) (2); Advanced PK	Advanced PK; Basic K
	C	Advanced + PK; Advanced K	Proficient K (May)
	D	Advanced +	Advanced
First	B	Basic	Below Basic
	C	Proficient (Dec.)	Basic
	D	Advanced	Proficient (May)
	E	Advanced +	Advanced
Second	D	Proficient (Dec.)	Basic
	E	Advanced	Proficient (May)
	F	Advanced +	Advanced
Third	E	Proficient (Dec.)	Basic
	F	Advanced	Proficient (May)
	G	Advanced +	Advanced
Fourth	F	Proficient (Dec.)	Basic
	G	Advanced	Proficient (May)
	H	Advanced +	Advanced
Fifth - Sixth	G	Proficient 5 th (Dec.) Basic 6 th	Basic 5 th Below Basic 6 th
	H	Advanced 5 th Proficient 6 th (Dec.)	Proficient 5 th (May) Basic 6 th
	I	Advanced + 5, Advanced 6 th	Advanced 5 th Proficient 6 th (May)
Seventh - Eighth	I	Proficient 7 th (Dec.); Basic 8 th	Basic 7 th ; Below Basic 8 th
	J	Advanced 7; Proficient 8 th (Dec.)	Proficient 7 th (May); Basic 8 th
	K	Advanced + 7 th ; Advanced 8 th	Proficient 8 th (May)
Ninth - Twelfth	K	Proficient 9 (Dec)	Basic 9
	L	Proficient 10-11 (Dec)	Proficient 9-10 (May)
	M	Proficient 12 (Dec)	Proficient 11-12 (May)

The Universal Writing Continuum (PreK – Kindergarten)

Developmental Level & Corresponding Proficiency Levels	A (Emergent Writing) PreK to Beg. Kdg.	B (Novice Writing) Middle of Kdg.	C (Independent Writing) End of Kdg. – Beg. of 1 st grade
Ideas/Content Represents the message the writer is trying to get across	<p>OPINION:</p> <ul style="list-style-type: none"> • Draws and/or "writes" something he/she likes or doesn't like. • Represents labels or words initially by letter-like symbols and progressively by a single consonant or two consonants for predominate sounds. (Initially, this may require teacher guidance.) • Explains pictures orally and "reads" labels. Knows what is written, even if written in "scribbles." Expects adults to be able to read the message also. <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> • Draws and/or "writes" the message. • Develops more detail in drawings over time. • Represents labels or words initially by letter-like symbols and progressively by a single consonant or two consonants for predominate sounds. (Initially, this may require teacher guidance.) • Explains pictures orally and "reads" labels. Knows what is written, even if written in "scribbles." • Expects adults to be able to read the message also. • Through dictation, describes, informs, explains or recalls a familiar object or event and adds pictures with details. <p>NARRATIVE:</p> <ul style="list-style-type: none"> • Draws and/or "writes" the message. • Develops more detail in drawings over time. • Represents labels or words initially by letter-like symbols and progressively by a single consonant or two consonants for predominate sounds. (Initially, this may require teacher guidance.) • Explains pictures orally and "reads" labels. Knows what is written, even if written in "scribbles." • Expects adults to be able to read the message also. 	<p>OPINION:</p> <ul style="list-style-type: none"> • Attempts to record own ideas in addition to copying from the environment (and understands the message being copied). • Responds to questions, general suggestions, or prompts from the teacher and adds a detail when asked. • With teacher assistance, gathers information from books and photos to add detail to drawings and sometimes writing. • Writes opinions about immediate personal experiences that are fresh in the child's mind. <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> • Attempts to record own ideas in addition to copying from the environment (and understands the message being copied). • Responds to questions, general suggestions, or prompts from the teacher and adds a detail when asked. • With teacher assistance, gathers information from books and photos to add detail to drawings and sometimes writing. • With a combination of pictures, words, and some support from adults, writes to describe, inform, explain, or recall a familiar object or event with an apparent topic and 2-3 details. • Writes about immediate classroom experiences that are fresh in the child's mind such as what was learned in science or social studies. <p>NARRATIVE:</p> <ul style="list-style-type: none"> • Attempts to record own ideas in addition to copying from the environment (and understands the message being copied). • Responds to questions, general suggestions, or prompts from the teacher and adds a detail when asked. • With teacher assistance, adds detail to drawings and sometimes writing. • With a combination of pictures, words, and some support from adults, writes personal narrative with an apparent topic and 2-3 details. • Writes about immediate classroom experiences that are fresh in the child's mind. 	<p>OPINION:</p> <ul style="list-style-type: none"> • Writes the title of a book or a topic. [W.K.1] • States an opinion about the book or topic and provides a closing. [W.K.1] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> • Establishes topic in title. With mentor texts and adult/peer guidance, addresses a given informational topic and includes some facts/details; adds a summary statement for ending. [W.K.2] • Develops idea through drawings more than words, but responds to questions and adds supportive details when asked. [W.K.2] <p>NARRATIVE:</p> <ul style="list-style-type: none"> • Primarily writes for self in personal narrative about topics that are significant to the writer with only some attention paid to audience or purpose. [W.K.3] • Tells, draws and/or writes one or more events in sequence, concluding with a personal reaction. [W.K.3]

	A (Emergent Writing) PreK to Beg. Kdg.	B (Novice Writing) Middle of Kdg.	C (Independent Writing) End of Kdg. – Beg. of 1 st grade
	<p>LETTER:</p> <ul style="list-style-type: none"> • Draws and/or "writes" the message. • Develops more detail in drawings over time. Represents labels or words initially by letter-like symbols and progressively by a single consonant or two consonants for predominate sounds. (Initially, this may require teacher guidance.) • Explains pictures orally and "reads" labels. Knows what is written, even if written in "scribbles." Expects adults to be able to read the message also. 	<p>LETTER:</p> <ul style="list-style-type: none"> • Attempts to record own ideas in addition to copying from the environment (and understands the message being copied). • Responds to questions, general suggestions, or prompts from the teacher and adds a detail when asked. • With teacher assistance, adds detail to drawings and writing. • Writes messages about immediate personal experiences that are fresh in the child's mind. 	<p>LETTER: FRIENDLY</p> <ul style="list-style-type: none"> • In body of letter or message, addresses a topic with some details/facts. • Pays some attention to audience.
	<p>POEM:</p> <ul style="list-style-type: none"> • Illustrates a favorite poem. • Develops more detail in drawings over time. • Attempts to draw a picture to complete lines in a familiar poem. (e.g., Baa Baa Black _____, Have you any _____?) (Initially, this may require teacher guidance and modeling.) • Later attempts to write and to "read" words to fill in frames. • Knows what is written, even if written in "scribbles." • Expects adults to be able to read the message, also. • Enjoys playing with language. • Listens to poems being read and talks about likes and dislikes. <p>RESPONSE:</p> <ul style="list-style-type: none"> • Verbalizes one opinion about a book. <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Draws and may add "writing" to represent the message. • Develops more detail in drawings over time. Represents labels or words initially by letter-like symbols and progressively by a single consonant or two consonants for predominate sounds. • (Initially, this may require teacher guidance.) Explains pictures orally and "reads" labels. 	<p>POEM:</p> <ul style="list-style-type: none"> • Attempts to record favorite songs or poems in addition to copying from the environment (and understands the message being copied). • Illustrates favorite poems and with teacher assistance, adds detail to drawings and sometimes writing. • Attempts to write poetic language in a sentence format, similar to a one-line free verse poem (e.g., <i>The bstmg butrfli fpt hs wngs.</i> [The blistering butterfly flapped his wings.]) • Makes up funny sentences to describe objects or experiences. • Listens to poems being read and talks about likes and dislikes including the ideas, words and patterns <p>RESPONSE:</p> <ul style="list-style-type: none"> • With a combination of words and pictures, writes the main topic and states one opinion about the book. <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Drawings are becoming more detailed and better representations of content. • Responds to questions, general suggestions, or prompts from the teacher and adds a detail when asked. • With teacher assistance, gathers information from books and photos to add detail to drawings. • Topics are about immediate personal experiences that are fresh in the child's mind. 	<p>POEM:</p> <ul style="list-style-type: none"> • Copies short poems and illustrates with some detail demonstrating understanding of the content. • Uses a familiar poem as a template to write own poem (e.g., <i>Bears, Bears, Bears, Bears Sitting on Chairs</i> [Ruth Krauss] becomes <i>Cats, Cats, Cats, Cats, Cats Sitting on mats.</i>) • Writes 1-3 sentences of a free verse poem, using poetic language, to describe something familiar to the child. <p>RESPONSE:</p> <ul style="list-style-type: none"> • With adult support answers questions about details in a text by drawing or writing. [RL.K.1; RI.K.1] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Illustrates a concept with some detail and creates a sequence of illustrations to tell a story. • Draws a simple story map as a visual representation of the setting and events in the story. • Chooses photos that match the text that has been written. • Creates short videos with a phone or tablet and can write a few sentences to describe the video.

	A (Emergent Writing) PreK to Beg. Kdg.	B (Novice Writing) Middle of Kdg.	C (Independent Writing) End of Kdg. – Beg. of 1 st grade
Structure/ Organization/Genre Structure is primarily beginning, middle and end in words or pictures. Purpose determines the three text types: opinion, informational and narrative	<p>OPINION:</p> <ul style="list-style-type: none"> Dictates personal narratives with a beginning and ending, adding pictures. Dictates an informative piece about an observation, adding at least one detail. <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Dictates personal narratives with a beginning and ending, adding pictures. Dictates an informative piece about an observation, adding at least one detail. <p>NARRATIVE:</p> <ul style="list-style-type: none"> Dictates personal narratives with a beginning and ending, adding pictures. Dictates an informative piece about an observation, adding at least one detail. <p>LETTER:</p> <ul style="list-style-type: none"> Attempts to write or dictate messages. <p>POEM:</p> <ul style="list-style-type: none"> Plays with patterns in poems. Joins in with class rhymes and poems. 	<p>OPINION:</p> <ul style="list-style-type: none"> With a combination of pictures, words, and some support from adults (adult may take dictation), a) writes the title of a book or topic and states one opinion about the book or topic; b) composes an informative piece with several related details, and c) organizes personal narratives of 1-2 brief events in loose sequential order. Participates in shared writing experiences to construct group pieces in opinion, informative, and narrative writing. <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Can include a topic with 1-2 details and can organize details in pictures to depict a familiar object or sequence of events. Participates in shared writing experiences to construct a written group informational piece. <p>NARRATIVE:</p> <ul style="list-style-type: none"> With a combination of pictures, words, and some support from an adult, composes a personal narrative of 1-2 brief events. Participates in shared writing experiences to construct a written group narrative. <p>LETTER:</p> <ul style="list-style-type: none"> Writes a simple message to friend or family including the receiver's and sender's names. Participates in shared writing experiences to construct a written letter. <p>POEM:</p> <ul style="list-style-type: none"> Plays with patterns in poems and repeats simple repeating patterns. Joins in with class rhymes and poems 	<p>OPINION:</p> <ul style="list-style-type: none"> Structures opinions with a very simple beginning, middle and end, using guidance and support as needed. [W.K.1] Composes opinion texts with a topic and stated opinion and one reason for this preference; this may still include a combination of drawing and writing. [W.K.1, 7] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Structures informational pieces with a very simple beginning, middle and end, using guidance and support as needed. [W.K.2] Composes informational texts in which they name the topic and add two to three details. [W.K.2] Writes a beginning "how to" piece; this may still include a combination of drawing and writing. [W.K.2, 8] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Structures narrative pieces with a very simple beginning, middle and end (which may be a reaction to what happened in a personal narrative), using guidance and support as needed. [W.K.3] Loosely links two to three events in the order they occurred, using connectors other than "and, and, and...." This may still include a combination of drawing and writing. [W.K.3] <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Begins the letter with common salutation "Dear ____," which is left justified and on a line by itself. Structures letter with a very simple beginning, middle, and end, using guidance and support as needed. [W.K.2] Adds a closing, capitalized and followed by a comma, left justified on a line by itself, and then adds name. <p>POEM:</p> <ul style="list-style-type: none"> Plays with alliteration such as <i>awesome alligator</i> or <i>peculiar pig</i> and illustrates. Plays with patterns in poems tries to model own poem after a favorite poem but rhyming and meter aren't considered. Joins in with class rhymes and poems.

	A (Emergent Writing) PreK to Beg. Kdg.	B (Novice Writing) Middle of Kdg.	C (Independent Writing) End of Kdg. – Beg. of 1 st grade
	<p>RESPONSE:</p> <ul style="list-style-type: none"> With pictures, words or dictation, completes a frame "I liked..." when asked about their favorite book or poem. <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Draws pictures that can represent an idea or story and can narrate the story with a beginning and end. 	<p>RESPONSE:</p> <ul style="list-style-type: none"> With some support from adults (adult may take dictation), copies the title of a book and author. [RL & RI.K.6] With support, writes an opinion or draws a picture about a specific part of a book or poem that completes the frame, "I liked..." <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Draws a sequence of two pictures using various media such as pencil, crayon, marker, chalk, or paint that tell a story or provide several related details about a topic. 	<p>RESPONSE:</p> <ul style="list-style-type: none"> With support, writes an opinion followed by a reason Answers literal questions about a text with some detail. Provides evidence for answers by completing the frame "On page ___ it said..." or finishes the answer with "because in the text _____." [RL & RI.K.1, 2; RL.K.3] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Composes visual texts with narration that have a simple beginning, middle and end. May create presentations with multiple pictures to create a sequence or series of details. [SL.K.5]
<p>Voice/Point of View VOICE is the storyteller coming through with a unique blend of description, character and style. Voice is the life and soul in the writing. Voice changes with the POINT OF VIEW and intended AUDIENCE.</p>	<ul style="list-style-type: none"> Not assessed at this level. 	<ul style="list-style-type: none"> Not assessed at this level. 	<ul style="list-style-type: none"> Not assessed at this level.
<p>Word Choice/Description Use of everyday words and precise language to describe and add detail.</p>	<ul style="list-style-type: none"> Attempts representing spoken words on paper with drawings, letters, and sometimes letter-like symbols. Progresses to using spoken vocabulary in syllabic, consonant-heavy writing (<i>VKN=vacation</i>). 	<ul style="list-style-type: none"> Most words in speech are represented in writing. Plays with words such as Chase's "Chasie, Chasie, Big Fat Wasie." 	<ul style="list-style-type: none"> Chooses words from speaking vocabulary and occasionally uses words from reading vocabulary for preciseness, even if spelling is temporary. [L.K.6] Is beginning to make collections of words. Chooses words to describe an experience or object.
<p>Sentence Fluency/ Sentence Structure Fluent writing has cadence, power, rhythm and movement when read aloud. Sentences vary in length and structure so that the reader can read with ease.</p>	<ul style="list-style-type: none"> Uses repetitive drawings or letters to make the "text" appear longer. Left to right directionality is not developed. 	<ul style="list-style-type: none"> Independently uses repetitive sentence patterns ("<i>I like....</i>" "<i>This is....</i>"). Develops left to right directionality, though may not use straight lines. Uses simple sentences in the beginning and then adds phrases and descriptors. 	<ul style="list-style-type: none"> Writes simple sentences including adjectives, adverbs, prepositional phrases and descriptive phrases; attempts compound sentences, but needs assistance with punctuation. [L.K.1, 1b, 1e] Writes questions with interrogatives (<i>who, what, where, when, why, how</i>). [L.K.1d] Correctly uses subject-verb agreement in simple sentences, but has difficulty with subject-verb agreement and tenses when attempting more complex sentence structures. [L.K.1] Uses paragraphing irregularly or not at all.

	A (Emergent Writing) PreK to Beg. Kdg.	B (Novice Writing) Middle of Kdg.	C (Independent Writing) End of Kdg. – Beg. of 1 st grade
Language Conventions Mechanics, spelling, grammar and usage are attended to in the editing process. Spelling at these levels is in the developmental stages. Students are expected to apply only the skills they have been taught. The “copy editor” may need to finish editing for publication.	SPELLING: <ul style="list-style-type: none"> As writing develops, recognizes letters and typical shapes associated with letters and reproduces them to write invented words. Spelling may be pre-communicative (no writing), pre-alphabetic (writes letter-like symbols or writes in letters that appear to be random, not matching sounds such as using just the letters in their own name) or alphabetic (one or two letters represents the entire sentence or the whole word). 	SPELLING: <ul style="list-style-type: none"> Begins to use strategies for unknown spelling. Concludes that every word must have a vowel and uses mostly short-vowel spelling patterns. At the end of this phase, learns the rule for silent “e” exception. Knows several conventional spellings of high-frequency words at the beginning of this level; later, learns many high-frequency words, but some still are “temporary” or invented spelling. Asks grown-ups how to spell at the beginning of this level; later, becomes less dependent on adults and begins to use words in environment for spelling reference. 	SPELLING: <ul style="list-style-type: none"> Uses more complex spelling strategies for unknown words (such as adding -s, -es, -ed, -ing). [L.K.1c, 4b] Shows mastery of most high-frequency words and words from personal experiences; spells simple words phonetically. [L.K.2d] Is beginning to use a picture or personal dictionary for spelling reference (caution not to introduce this too early). [L.K.2] Is much more willing to take risks with spelling of longer words to communicate a message. Asks grown-ups how to spell at the beginning of this level; later becomes less dependent on adults and regularly uses words in environment for spelling.
	USAGE/MECHANICS: <ul style="list-style-type: none"> Usage and mechanics not appropriate to evaluate at this level. 	USAGE/MECHANICS: <ul style="list-style-type: none"> Early in the level, uses frequently occurring nouns and verbs; later, begins to recognize and use meaningful chunks of words (morphemes) such as <i>-ing</i>, and <i>-ed</i>. [L.K.1, 2] Knows there is a “right way.” Punctuation, spacing between words and mechanics are beginning to be implemented. [RF.K.1c] 	USAGE/MECHANICS: <ul style="list-style-type: none"> Writes simple sentences with a capital letter at the beginning and end punctuation. [L.K.2a, 2b] Has well-developed concepts of print. [RF.K.1] Combines frequently occurring nouns and verbs effectively in simple sentences. [L.K.1b] Correctly uses subject/verb agreement in simple sentences, but has difficulty with subject-verb agreement and tenses when attempting more complex sentence structures. [L.K.1]
Writing Process Includes planning/pre-writing, drafting, revising, and editing. Note that not all writing will go through the entire process so this must be assessed accordingly; revision is the critical opportunity for ideas, structure, voice & word choice to develop.	<ul style="list-style-type: none"> Adds details to drawings. Adds a drawing to words or words to a drawing. 	<ul style="list-style-type: none"> Thinks aloud before and during writing; rereads writing to teacher. Revises/edits as one process by adding words or letters with teacher assistance. When spelling, uses a dash for letters unknown and then fills those in during editing; circles words that don’t look right, but usually with teacher assistance. 	<ul style="list-style-type: none"> Talks with peers and adults about topics and ideas to write about. [SL.K.1a, 1b] Thinks aloud before and during writing and often “sounds-out” spelling of words. [L.K.2c, 2d] Uses drawings and simple graphic organizers to plan writing focus with adult support. [W.K.1, 2, 3, 8] Revises by “adding more” details to text or drawing with teacher assistance. [W.K.5] When prompted, chooses a more descriptive synonym to replace a “tired” word (<i>huge</i> for <i>big</i>), even though the spelling may still be temporary. [L.K.5d] Corrects some meaning and spelling when reading paper aloud to teacher. [L.K.2c, 2d]

	A (Emergent Writing) PreK to Beg. Kdg.	B (Novice Writing) Middle of Kdg.	C (Independent Writing) End of Kdg. – Beg. of 1 st grade
Spatial Principles/Publishing <ul style="list-style-type: none"> • Presentation • Graphic representations • Letter formation 	<ul style="list-style-type: none"> • Early in pre-school, randomly places pictures, shapes, lines, scribbles, dots and/or curves on paper. • Distinguishes between drawing and writing and that drawing and writing support one another. • Notices print in the environment and attempts to replicate it. • Draws a picture and labels it with text; represents each person and object by its own word/symbol, but may string random letters together, usually with no spaces. • May show directional principles such as starting at top and moving left to right. 	<ul style="list-style-type: none"> • Experiments with directionality of letters and words. Reversals are common (<i>b, d, p, q; m, w, n, u</i>). • Learns rules for spacing of text (e.g. finger width between words); notices that spacing helps readability and uses it more routinely. • Writes most letters conventionally, but regularly mixes upper and lower case. • Begins writing with a picture most frequently. • Writes predominately left to right and top to bottom, but will still use the space available. 	<ul style="list-style-type: none"> • Writes without needing to first draw; may have transitioned to not using any illustrations or graphics in initial writing, but may add illustrations and other graphics (e.g., arrows, speech bubbles) to add detail to the message. [SL.K.5] • Uses digital tools (word processing and drawing), with guidance from adults, to write and publish; may collaborate with other students. [W.K.6] • Has begun to learn keyboarding with home keys, login and password. [W.K.6]
Research and Writing to Learn/Audience of Self Including notebooks and logs, reflections and responses to questions.	<ul style="list-style-type: none"> • Not assessed at this level. 	<ul style="list-style-type: none"> • Not assessed at this level. 	<ul style="list-style-type: none"> • With guidance, participates in shared research, writing projects and author studies, writing informational and opinion pieces when appropriate. [W.K.7] • Makes lists. [W.K.8] • Answers questions with short answers with guidance from adults. [W.K.8] • Asks questions for assistance, for understanding or for clarification. [SL.K.3]
Attitude/Range of Writing ATTITUDE and interest in writing impacts quality and effectiveness of writing. RANGE OF WRITING not assessed until 4 th grade.	<ul style="list-style-type: none"> • Freely tries to write and draw. • Range of writing not assessed at this level. 	<ul style="list-style-type: none"> • Writes spontaneously for self. • Takes risks with writing to communicate ideas. • Range of writing not assessed at this level. 	<ul style="list-style-type: none"> • Writes spontaneously for self or chosen audience. • Takes risks in writing (spelling, word choice and some conventions), but also willingly refers to environmental print. • Perseveres to complete writing tasks, checking meaning by rereading the piece aloud. • Range of writing not assessed at this level.

The Universal Writing Continuum (Elementary)

Grade Level & Corresponding Proficiency Levels	C (Repeated from Kdg.) End of Kdg. – Beg. of 1 st grade	D End 1 st – Beg. 2 nd grades	E End 2 nd – Beg. 3 rd grades	F End 3 rd – Beg. 4 th grades	G End 4 th – Beg. 5 th grades	H End 5 th – Beg. 6 th grades
Ideas/Content Includes the IDEAS and CONTENT with supporting details that develop the theme or main idea. Writers know the needs of their audience and convey ideas with authority and plausibility.	OPINION: <ul style="list-style-type: none"> Writes the title of a book or a topic. [W.K.1] States an opinion about the book or topic and provides a closing. [W.K.1] INFORMATIONAL: <ul style="list-style-type: none"> Establishes topic in title. With mentor texts and adult/peer guidance, addresses a given informational topic and includes some facts/details; adds a summary statement for ending. [W.K.2] Develops idea through drawings more than words, but responds to questions and adds supportive details when asked. [W.K.2 & SL.K.4] NARRATIVE: <ul style="list-style-type: none"> Primarily writes for self in personal narrative about topics that are significant to the writer with only some attention paid to audience or purpose, but will respond to questions when asked. [W.K.3 & SL.K.4] Tells, draws and/or writes one or more events in sequence, concluding with a personal reaction. [W.K.3] 	OPINION: <ul style="list-style-type: none"> States an opinion and supplies at least one reason for the opinion. [W.1.1] INFORMATIONAL: <ul style="list-style-type: none"> States topic; presents ideas learned and adds details. [W.1.2] Gathers information and restates it in own words with teacher support. [W.1.2] Understanding of purpose is still literal. [W.1.2] Mostly sticks with a topic throughout the piece and adds closure at the end. [W.1.2] In procedures, writes a sequence of instructions. [W.1.7] Responds to questions and adds both orally and in writing supportive details when asked. [W.1.2 & SL.1.4] NARRATIVE: <ul style="list-style-type: none"> Writes a story or personal experience and includes at least two events with details regarding what happened. [W.1.3] In a story, includes characters, setting, problem and solution. [W.1.3] 	OPINION: <ul style="list-style-type: none"> Begins with an introductory statement or section that gives some information about the topic or book. [W.2.1] Writes an opinion and supports it with two or more reasons. [W.2.1] Provides a conclusion that reiterates what the writer feels is important. [W.2.1] INFORMATIONAL: <ul style="list-style-type: none"> Introduces topic, groups information and explains some examples, though all information may not be fact-checked. [W.2.2] Reads several books on a single topic and selects the key ideas and details to write a report. [W.2.2, 7] Sticks with a topic throughout the piece and adds closure at the end. [W.2.2] Records science observations. [W.2.7] NARRATIVE: <ul style="list-style-type: none"> Writes a story or personal experience, which includes a more-developed event or a series of events. [W.2.3] Includes specific and relevant details describing characters (their actions, feelings and thoughts), setting and events. [W.2.3] Draws on personal knowledge or experience for the problem and solution, even though these may still be literal. [W.2.3] 	OPINION: <ul style="list-style-type: none"> Introduces the topic with some detail. [W.3.1] Writes an opinion and provides reasons and examples to support it. [W.3.1] Concludes with a strong statement or section, assuring that the readers understand the writer's opinion of the topic or book. [W.3.1] INFORMATIONAL: <ul style="list-style-type: none"> Clearly conveys ideas and information in procedures, reports, recounts, descriptions and explanations. [W.3.2] Writes with purpose and a controlling idea, relying on background information and some researched content. [W.3.2] Adds supporting details grouped together into subtopics to aid the reader's understanding. [W.3.2] NARRATIVE: <ul style="list-style-type: none"> Writes a story with a problem, resolution and controlling idea (though the idea may not be fully developed into a theme). [W.3.3] Holds reader's attention with focused and interesting content and a series of events in a story or personal narrative; adjusts content to audience. [W.3.3a] Develops ideas and settings that are real or imagined; uses dialogue and descriptions of thoughts, feelings and actions to 	OPINION/ARGUMENT: <ul style="list-style-type: none"> Introduces the topic with some background details to create a context. [W.4.1a] States a claim (argument) or point of view (opinion) and supports with reasons. W.4.1b Adds supporting details that enrich and develop the piece. [W.4.1, 1b] Concludes with a statement or section that gives the readers some thoughts to take away that are related to the opinion. [W.4.1d] INFORMATIONAL: <ul style="list-style-type: none"> Creates a clear and coherent message with strong ideas and content and developed with facts, definitions, concrete details, examples, and other information. [W.4.2b, 2c] Adds strong supporting details to aid the reader's understanding and to show the writer's authority. [W.4.2b] Organizes related information into paragraphs or sections with headings. [W.4.2a] NARRATIVE: <ul style="list-style-type: none"> Writes a story or personal narrative with a hint of a theme. [W.4.3] Understands reader's hunger for information, but can withhold some information to keep the reader engaged. [W.4.3a] Includes descriptions of ideas, settings, and events along with characters' dialogue to sometimes "show" rather than "tell." [W.4.3b] 	OPINION/ARGUMENT: <ul style="list-style-type: none"> Chooses a topic based on interest and background knowledge. [W.5.1] States a claim (argument) or point of view (opinion) and builds the context for the claim. [W.5.1a] Clearly explains reasons and evidence, supporting writer's claim or argument. [W.5.1b] Writing shows evidence of evaluating, analyzing, and applying reasoning skills. [W.5.1] INFORMATIONAL: <ul style="list-style-type: none"> Stays focused on topic; ideas and content are strong and the message is clear, ending with a related concluding statement. [W.5.2a, 2e] Recalls relevant background from experiences or gathers applicable information, including facts, concrete examples, definitions and quotations from print and digital sources. [W.5.2b, 8] Engages audience with relevant, accurate, focused, authoritative knowledge of the topic. [W.5.2] NARRATIVE: <ul style="list-style-type: none"> Has an emerging theme and supporting details that enrich and develop the piece. [W.5.3] Uses dialogue and pacing to "show" rather than "tell" characters' responses to situations, settings, or particular actions. [W.5.3b]

Ideas/Content (Continued)	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • In body of letter or message, addresses a topic with some details/facts. • Pays some attention to audience. <p>POEM:</p> <ul style="list-style-type: none"> • Copies short poems and illustrates with some detail demonstrating understanding of the content. • Uses a familiar poem as a template to write own poem (e.g., <i>Bears, Bears, Bears, Bears Sitting on Chairs</i> [Ruth Krauss] becomes Cats, Cats, Cats, Cats, Cats Sitting on mats.). • Writes 1-3 sentences of a free verse poem, using 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • In body, states a topic, presents ideas and some details. • Purpose of letter is literal. • Pays some attention to audience's need for information. • Includes brief conclusion at end <p>POEM:</p> <ul style="list-style-type: none"> • Copies favorite poems and illustrates with detailed borders or pictures demonstrating understanding of the content. • Uses a more sophisticated familiar poem as a template to write own poem, copying rhythm of the poem as well as the rhyming patterns. • Writes a free verse poem, using sensory, emotional or imaginative language to describe something familiar to the child. 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • Begins with an introductory statement or friendly greeting. • Introduces the main topics of the letter in paragraphs and adds key information or details. • If a personal experience is included, includes a developed event or series of events. • May include actions, feelings, and thoughts. • Adds closure at the end of the body of the letter. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Begins with an introductory statement or section that gives some information about the topic, book or issue. [W.2.1] • Writes an opinion and supports it with two or more reasons [W.2.1] Provides a conclusion that reiterates what the writer feels is important. [W.2.1] <p>POEM:</p> <ul style="list-style-type: none"> • Writes a free verse poem involving the senses, emotions and imagination. . • Is beginning to develop a theme. • Attempts to write rhyming lines, but emphasis is on meaning rather than rhyme. • Includes specific and relevant details [W.2.3] • Draws on personal knowledge or experience for writing a poem. [W.2.3] • Talks about opinions of poems and possible meanings. • Notices which words have the 	<p>• develop the events and indicate a response of a character to a situation. [W.3.3b]</p> <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • In the body of the letter, writes an introduction that grabs the reader's attention. • Clearly conveys the controlling idea or topic in each paragraph, adding interesting details, series of events, or descriptions of thoughts, feelings or actions. • Closure at the end of the body of the letter is sincere. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Clearly identifies the topic or issue. [W.3.1] • Writes an opinion and provides reasons and examples to support it. [W.3.1] • Concludes with a strong statement or section, assuring that the audience understands the writer's opinion on the topic or issue. <p>POEM:</p> <ul style="list-style-type: none"> • With teacher guidance, identifies aspects of the poetry genre (Can list what makes a poem, a poem.). • Writes with a theme or controlling idea, adding details to extend the poem's appeal.[W.3.2, 3] . • Experiments with alliteration. • Writes free verse. • Creates or borrows a repeating pattern to add to a poem. 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • In the body of the letter, writes an introduction that grabs the reader's attention. • Clearly conveys the controlling idea or topic in each paragraph, adding interesting details, series of events, or descriptions of thoughts, feelings or actions. • Understands reader's hunger for information, but can withhold some information to keep the reader engaged. • Closure at the end of the body of the letter is sincere. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Introduces the topic with some background details to create a context. [W.4.1a] • States a claim (argument) or point of view (opinion) and supports with reasons. [W.4.1b] • Adds supporting details that enrich and develop the letter. [W.4.1, 1b] • Concludes with a statement or section that gives the audience some thoughts to take away that are related to the opinion. [W.4.1d] <p>POEM:</p> <ul style="list-style-type: none"> • Uses language playfully to exaggerate or pretend. • Uses similes to build images. • Identifies clichés in own writing. • Writes with a theme or controlling idea, adding details to extend the poem's appeal.[W.3.2, 3] . • Continues to experiment with alliteration. • Writes free verse with an evident theme. • Creates a repeating pattern to add to a poem. 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • Recalls relevant background information from shared experiences, including facts and concrete examples to keep reader engaged. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Chooses a topic based on interest and background knowledge. [W.5.1] • States a claim (argument) or point of view (opinion) and builds the context for the claim. [W.5.1a] • Clearly explains reasons and evidence, supporting writer's claim or argument. [W.5.1b] • Writing shows evidence of evaluating, analyzing, and applying reasoning skills. [W.5.1] <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Usually states the purpose to request, respond or inform at the beginning of the letter. • Limits pleasantries because recognizes audience is less or not familiar. • Writes clearly and precisely, addressing the point or points of the letter. • Writes a conclusion that summarizes the information or request. <p>POEM:</p> <ul style="list-style-type: none"> • Involves reader's senses, emotions and imagination. • Uses carefully observed details and creates images to bring subject matter alive and help develop the theme. • Avoids cliché in own writing.

Ideas/Content (Continued)	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
	poetic language, to describe something familiar to the child.	<ul style="list-style-type: none"> • Invents magical or impossible ideas (e.g. Horses with wings; the exploding sun). • Discusses own response to the meaning of the poem read to or by the student. • Talks about favorite parts of the poem or words in the poem. 	most effect in poems read or read to.			
	<p>RESPONSE:</p> <ul style="list-style-type: none"> • With adult support answers questions about details in a text by drawing or writing. [RL.K.1; RI.K.1] 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Shows evidence that meaning has been derived from the text to answer a question. [RL.1.1; RI.1.1] • Writes main idea or central message and key details from the text [RL.1.2; RI.1.2] • Can compare and contrast ideas, character or texts. [RL.1.5,1.9; RI.1.5, 1.9] 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Answers the questions of who, what, where, when, why and how, using explicitly stated text that demonstrates support for the answer. [RL.2.1; RI.2.1] • Writes main idea or central message across multiple paragraphs or a single paragraph and state key details from that text [RL.2.2; RI.2.2] • Describes how characters respond to events or how ideas in various texts compare or contrast. [RL.2.3; RI.2.3] 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Addresses the demands of the question or prompt, using explicitly stated text and/or inferences drawn from the text to support claim. [RL.3.1; RI.3.1] • Determines the central message, lesson or main idea, using explicit details from the text to support answer. [RL.3.2; RI.3.2] 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Carefully analyzes the prompt/question, finds evidence in the text and answers the question building on or referencing specific support from the text, even when relying on an inference formed from the text. [RL.4.1; RI.4.1] • Determines the central message, lesson or main idea or text and explains how it is supported with key details; summarizes the text. [RL.4.2; RI.4.2] • Analyzes events or ideas in one or more texts and describes how they contribute to the meaning of a text. [RL & RI.4.7] • Addresses the task, purpose and audience. [W.4.4, 7, 9] • Determines main ideas and supporting details; summarizes the work to clarify main points. [RL & RI.4.2] • Writes inferences supported by explicit references from the text. [RL & RI.4.1] 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Analyzes various elements, concepts, individuals, events, or ideas in one or more texts (or multimedia sources) and describes how they contribute to the meaning of a text. [RL.5.7] • Addresses the task, purpose and audience in a clear and coherent manner. [W.5.4, 7, 9] • Determines main ideas and supporting details. Summarizes the work as needed to clarify main points. [RL & RI.5.2] • Summarizes the work as needed to clarify main points. [RL & RI.5.2]
	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Illustrates a concept with some detail and creates a sequence of illustrations to tell a story. • Draws a simple story map as a visual representation of the setting and events in the story. • Chooses photos that match the text that has been written. • Creates short videos with a phone or tablet and can write a few sentences to describe the video. 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Clearly illustrates a concept with some detail and creates a sequence of illustrations to tell a story, adding speech bubbles when appropriate. [SL.1.5] • Draws a detailed story map as a visual representation of the setting and events in the story. • Chooses photos that clearly match the text that has been written. • Creates short videos with a phone and can write a narration for the video. 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Creates a short digital story using a storyboard with sketches, sequencing and pacing. • Content is relevant to story and theme with an understandable message. • Creates short video or PowerPoints on a topic sticking to the subject in graphics and words and adds closure at the end. • Creates audio recording of stories or poems with visuals that convey to the audience the characters' feelings or an elaboration on a text. [SL.2.5] 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Develops visual text of various types around a subject that is interesting or informative. • Images and/or graphics added to audio recordings of stories or poems relate well to content and enhance particular facts or details. [SL.3.5] • Video or other visual displays make the purpose clear to the audience. 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Develops visual text of various types around a subject that is interesting, informative or entertaining. • Images and/or graphics relate well to content and overall project. • Audio recordings develop the main ideas and supporting details. [SL.4.5] to content and overall project. • Gives the viewers some thoughts to take away from the video or other visual display. 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Stays focused on the topic or viewpoint and content suits the purpose of the project. • Demonstrates subject matter understanding. • Engages, entertains, informs or persuades the audience with thought-provoking content and presentation.

	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
Structure/ Organization/Genre The three TEXT TYPES— argument, informational and narrative—are determined by the writer’s purpose, and each contain multiple GENRE with organizational patterns, characteristics, and key elements that make up their internal STRUCTURE.	<p>OPINION:</p> <ul style="list-style-type: none"> Structures opinions with a very simple beginning, middle and end, using guidance and support as needed. [W.K.1] Composes opinion texts with a topic and stated opinion and one reason for this preference; this may still include a combination of drawing and writing. [W.K.1, 7] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Structures informational pieces with a very simple beginning, middle and end, using guidance and support as needed. [W.K.2] Composes informational texts in which they name the topic and add two to three details. [W.K.2] Writes a beginning “how to” piece; this may still include a combination of drawing and writing. [W.K.2, 8] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Structures narrative pieces with a very simple beginning, middle and end (which may be a reaction to what happened in a personal narrative), using guidance and support as needed. [W.K.3] Loosely links two to three events in the order they occurred, using connectors other than “and, and, and...” This may still include a combination of drawing and writing. [W.3] 	<p>OPINION:</p> <ul style="list-style-type: none"> Introduces topic, states opinion, supplies at least one reason for opinion, and provides some sense of closure. [W.1.1] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Uses “report” mentor texts for writing own informational pieces. [W.1.7] Introduces topic, includes two or three facts and writes an ending; uses headings with adult support. [W.1.2] Uses “how to” mentor texts as a model for writing a sequence of two or three steps in a procedural piece. [W.1.7] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Includes appropriate title, beginning, middle, and end with minimal detail and two or more sequenced events; provides some sense of closure. [W.1.3] Uses mentor text of “stories” to determine what elements go into the beginning, middle and end of stories. [W.1.3] 	<p>OPINION:</p> <ul style="list-style-type: none"> States opinion, supplies two or more reasons for support for topic and provides a conclusion. [W.2.1] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Introduces topic, uses facts and definitions to develop main ideas; provides a conclusion. [W.2.2] Writes headings, title page and table of contents. [W.2.2] Uses mentor texts as models for writing procedures, reports, recounts (autobiographies), and explanations. [W.2.2] Gathers information from multiple sources with guidance and support. [W.2.7, 8] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Provides details for one event or writes a short sequence of events. Uses details to describe thoughts, actions, and feelings. [W.2.3] Fictionalizes characters and events from personal narrative and includes personal experiences in a story. [W.2.3, 8] Attempts to make a lead; provides closure with ending or summary. [W.2.3] Attempts dialogue, but isn’t well-developed. [W.2.3] 	<p>OPINION:</p> <ul style="list-style-type: none"> Creates an organized structure that introduces the topic and lists multiple reasons to support an opinion. [W.3.1a] Provides some evidence for reasons and a concluding paragraph. [W.3.1b, 1d] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Uses facts, definitions, details and examples in procedures, reports, recounts, descriptions and explanations. [W.3.2b] Clearly and sufficiently introduces topic, develops main ideas and writes a concluding section. [W.3.2a, 2d] Writes a title page, table of contents and glossary; classifies information with headings as appropriate to the genre. [W.3.2, 4] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Writes in an organized manner with an effective beginning, middle and end; organization indicates author’s understanding of narrative genre; sequencing is logical but may be obviously predictable. [W.3.3a] Writes real or imagined experiences with descriptive details and clear event sequences; events are ordered by time; establishes a setting and introduces narrator and/or characters. [W.3.3a, 8] Uses dialogue and description to develop experiences and events. [W.3.3b] Modifies the lead and ending to engage the reader. W.3.3a, 3d 	<p>OPINION/ARGUMENT:</p> <ul style="list-style-type: none"> Introduces topic contextually, states opinion representing a particular point of view and organizes ideas to support the writer’s purpose. [W.4.1a] Supports opinion with reasons and evidence of facts and details. [W.4.1b] Provides a convincing concluding paragraph. [W.4.1d] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> The beginning, middle, and end conform to the structure of a particular genre that matches the writer’s purpose. [W.4.2a, 2e] The beginning contains an engaging lead that sets up what follows; the conclusion wraps things up. [W.4.2a, 2e] Effectively uses headings, subheads and paragraphs. [W.4.2a] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Writes an effective beginning, middle, and end, thinking of reader and organizing events to unfold naturally, creating a rise in action. [W.4.3a, 3e] In the beginning, writes an engaging lead, establishes a problem or situation, creates a setting and introduces the characters or narrator. [W.4.3a] Creates an ending that includes a solution to the problem that is somewhat predictable. [W.4.3e] Builds characterization and events by using dialogue. [W.4.3b] 	<p>OPINION/ARGUMENT:</p> <ul style="list-style-type: none"> Introduces topic, states opinion and develops argument clearly with reasons supported by facts and details. [W.5.1a, 1b] Sums up the argument or opinion with a convincing summary paragraph restating the argument. [W.5.1d] <p>INFORMATIONAL:</p> <ul style="list-style-type: none"> Demonstrates understanding of the structure of the genre (report, procedure, explanation, recount, and description) by first introducing the broader context of the topic, then developing information in appropriate sections, and finally creating an effective closing (wrap-up, summary, or conclusion). [W.5.2a, 2e] Uses various paragraph structures (cause and effect, compare and contrast, problem and solution, etc.). [RI.5.5] Employs the development of ideas and previous stage skills with sophistication. [W.5.2] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Establishes a problem or situation; develops the characters or narrator with some depth. [W.5.3a] Sequence of events seems natural; writer is able to put him/herself into the story to understand how to make the events unfold. [W.5.3a] Builds the action to a climax and then to a resolution or satisfying conclusion. [W.5.3e]

	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • Begins the letter with the common salutation “Dear _____,” which is left justified and on a line by itself. • Structures letter with a very simple beginning, middle, and end, using guidance and support as needed. [W.K.2] • Adds a closing, capitalized and followed by a comma, left justified on a line by itself, and then adds name. 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • Begins the letter with the date, left justified and skips a line. Uses the common salutation “Dear _____,” which is left justified and on a line by itself, followed by a comma. • Introduces at least one topic, includes two or three facts and writes an ending with adult support. [W.1.2] • Adds a closing, capitalized and followed by a comma, on a line by itself, and then adds name. 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • Begins the letter with the date, using the “Month/date/year” format, right justified and skips a line. • Uses the common salutation “Dear _____,” which is left justified and on a line by itself, followed by a comma. • The salutation for an email may vary with “Hi Name,” or “Hello Name.” • Provides details for one event or main idea or writes a short sequence of events. [W.2.3] • Uses details to describe thoughts, actions, and feelings. [W.2.3] • Adds a closing, capitalized and followed by a comma, right justified on a line by itself, and then adds name, also right justified and left margin is in line with the closing. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Includes heading, left justified, with return address formatted correctly, skipped line and the date, using the “Month /date/year” format, left justified; skips a line. • Uses the common salutation “Dear _____,” which is left justified and on a line by itself, followed by a comma. • Uses the receiver’s formal name including the prefix when appropriate. • The salutation for an email may vary with “Hello Prefix and Last Name,” followed by a comma. • States opinion, supplies two or more reasons for support for topic and provides a conclusion. [W.2.1] • Adds a closing, capitalized and followed by a comma, left justified on a line by itself, and then adds name, also left justified and left margin is in line with the closing. 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • Includes a heading, right justified, with the return address (Street address, new line; City, State and zip code; new line; the date, using the “Month date, year” format, and skips a line. • Uses the common salutation “Dear _____,” which is left justified and on a line by itself, followed by a comma. The salutation for an email may vary with “Hi Name,” or “Hello Name.” • Writes in an organized manner with an effective beginning, middle, and end. Indents paragraphs and clearly develops topics or events, adding descriptive details clear time-ordered event sequences. [W.3.2a, 2d; W.3.3a, 8] • Adds a closing, capitalized and followed by a comma, right justified on a line by itself, and then signs name, also right justified and left margin is in line with the closing. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Includes heading with return address formatted correctly, skipped line and the date, using the “Month/date/year” format, left justified. Skips a line. • Uses the common salutation “Dear _____,” which is left justified and on a line by itself, followed by a comma. • Uses the receiver’s formal name including the prefix when appropriate. The salutation for an email may vary with “Hello Prefix and Last Name,” followed by a comma. • Creates an organized structure that introduces the topic and lists multiple reasons to support an opinion. [W.3.1a] 	<p>FRIENDLY LETTER</p> <ul style="list-style-type: none"> • See Level F for friendly letter format. • Varies the salutation for an email with level of familiarity. • Writes an effective beginning, middle, and end, thinking of reader and organizing events or ideas to unfold naturally. [W.4.3a, 3e] • In the beginning, writes an engaging lead or opens with a connection to the reader and ends with a conclusion or a friendly connection to the reader to sum up the letter’s content [W.4.3a] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Includes heading with return address formatted correctly, skipped line and the date, using the “Month/date/year” format, left justified. • Skips a line. • Uses the common salutation “Dear _____,” which is left justified and on a line by itself, followed by a comma. • Uses the receiver’s formal name including the prefix when appropriate. • In body, introduces topic contextually, states opinion representing a particular point of view and organizes ideas to support the writer’s purpose. [W.4.1a] • Supports opinion with reasons and evidence of facts and details [W.4.1b] • Provides a convincing concluding paragraph. [W.4.1d] 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> • See Level F for friendly letter format. • The body contains well-organized paragraphs that engage the reader with descriptive details. • The beginning contains an engaging lead that sets up what follows; the conclusion wraps things up. [W.5.2a, 2e; W.5.3a, 3e] • Employs the development of ideas and previous stage skills with sophistication. [W.5.2] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly including the heading (return address and date), inside address, salutation, body (including proper indentations for paragraphs), closing and signature (see level F). • In body, introduces topic, states opinion and develops argument clearly with reasons supported by facts and details. [W.5.1a, 1b] • Sums up the argument or opinion with a convincing summary paragraph restating the argument. [W.5.1d] <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). • Introduces the broader context of the topic, develops information in appropriate paragraphs, and finally creates an effective closing (wrap-up, summary, or conclusion). [W.5.2a, 2e]

	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
	<p>POEM:</p> <ul style="list-style-type: none"> Plays with alliteration such as <i>awesome alligator</i> or <i>peculiar pig</i> and illustrates. Plays with patterns in poems tries to model own poem after a favorite poem but rhyming and meter aren't considered. Joins in with class rhymes and poems. <p>RESPONSE:</p> <ul style="list-style-type: none"> With support, writes an opinion followed by a reason Answers literal questions about a text with some detail. Provides evidence for answers by completing the frame "On page ___ it said..." or finishes the answer with "because in the text _____." [RL & RI.K.1, 2; RL.K.3] 	<p>POEM:</p> <ul style="list-style-type: none"> Joins in with class rhymes and poems, following the rhythm. Attempts alliteration in own poem (e.g., The shiny sea grass sways along the shore.) Plays with patterns and repeated refrains in poems and models own poem after a favorite poem, considering the rhyming pattern or meter. <p>RESPONSE:</p> <ul style="list-style-type: none"> Shows evidence that meaning has been derived from the text to answer a question. [RL.1.1; RI.1.1] Writes main idea or central message and key details from the text [RL.1.2; RI.1.2] Can compare and contrast ideas, character or texts. [RL.1.5, 9; RI.1.5, 9] 	<p>POEM:</p> <ul style="list-style-type: none"> Uses alliteration in own poems and is beginning to experiment with similes. Applies patterns and repeated refrains in poems. Creates a pattern or shape on the page use simple repeating phrases or lines as models. May model own poem after a favorite poem, but takes the liberty to modify the rhyming pattern or meter to suit own idea. Joins in with class rhymes and poems, following the rhythm and uses actions and sound effects to add to the poem's meaning. <p>RESPONSE:</p> <ul style="list-style-type: none"> Answers the questions of who, what, where, when, why and how, using explicitly stated text that demonstrates support for the answer. [RL.2.1; RI.2.1] Writes main idea or central message across multiple paragraphs or a single paragraph and state key details from that text [RL.2.2; RI.2.2] Describes how characters respond to events or how ideas in various texts compare or contrast. [RL.2.3; RI.2.3] 	<ul style="list-style-type: none"> Provides some evidence for reasons and a concluding paragraph. [W.3.1b, 1d] Adds a closing, capitalized and followed by a comma, left justified on a line by itself, and then adds name, also left justified and left margin is in line with the closing. <p>POEM:</p> <ul style="list-style-type: none"> Writes free verse and formula poetry. Learns characteristics of different types of poetry within the genre, e.g., Cinquain Line 1 – 2 syllables Line 2 – 4 syllables Line 3 – 6 syllables Line 4 – 8 syllables Line 5 – 2 syllables Writes 2-3 stanzas of free verse or rhyming poems from a pattern (another poem, for example). <p>RESPONSE:</p> <ul style="list-style-type: none"> Addresses the demands of the question or prompt, using explicitly stated text and/or inferences drawn from the text to support claim. [RL.3.1; RI.3.1] Determines the central message, lesson or main idea, using explicit details from the text to support answer. [RL.3.2; RI.3.2] 	<p>POEM:</p> <ul style="list-style-type: none"> Writes free verse using powerful adjectives and nouns that flows from a theme. Uses several formula poem structures successfully such as Cinquain (5 lines), Haiku (3 lines) and Diamante (7 lines). Writes 2 stanza couplets (2-lines, rhyming) <p>RESPONSE:</p> <ul style="list-style-type: none"> Carefully analyzes the prompt/question, finds evidence in the text and answers the question building on or referencing specific support from the text, even when relying on an inference formed from the text. [RL.4.1; RI.4.1] Determines the central message, lesson or main idea or text and explains how it is supported with key details; summarizes the text. [RL.4.2; RI.4.2] Analyzes events or ideas in one or more texts and describes how they contribute to the meaning of a text. [RL & RI.4.7] Addresses the task, purpose and audience. [W.4.4, 7, 9] Determines main ideas and supporting details; summarizes the work to clarify main points. [RL & RI.4.2] 	<p>POEM:</p> <ul style="list-style-type: none"> Writes free verse using powerful adjectives, verbs and nouns that flows from a theme. Structures stanzas using a similar meter and rhyming pattern in each stanza such as in a rap. Uses several formula poem structures successfully but these should not stifle creativity. Chooses an appropriate form of the poem for the subject. <p>RESPONSE:</p> <ul style="list-style-type: none"> Writes comparisons of characters, settings, events or stories in the same genre; or writes comparisons of information from different genres and multiple accounts of the same event, referring to specifics from the text. [RL.5.3, 9 & RI.5.3, 5, 6] Writes explanations of explicit points from the text supporting with reasons and evidence. [RI.5.1, 8] Writes summaries or descriptions of main ideas, events or concepts. [RL.5.6 & RI.5.2]

Structure/ Organization/Genre (Continued)	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Composes visual texts with narration that have a simple beginning, middle and end. May create presentations with multiple pictures to create a sequence or series of details. [SL.K.5] 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Composes visual texts with narration, captions or speech bubbles that have a beginning, middle and end. May create presentations with multiple pictures or slides to create a sequence or series of details. [SL.1.5] 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> May create presentations with multiple pictures or slides to create a sequence or series of details. Composes visual texts that achieve the purpose and have a beginning, middle and end. Creates short video around a purpose or theme. 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Creates short presentations with multiple pictures or slides that have a storyline (fiction or nonfiction) with a beginning, middle and end. Creates videos around a purpose or theme that have planned shots to create a beginning, middle and end. [W.3.2a, 2d; W.3.3, 8] In graphics, applies a somewhat balanced visual structure using a horizon. 	<ul style="list-style-type: none"> Writes inferences supported by explicit references from the text. [RL & RI.4.1] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Creates longer presentations with multiple pictures or slides that have a storyline (fiction or nonfiction) with a beginning, middle and end. Plans and creates videos containing an engaging lead that sets up what follows; the conclusion wraps things up. [W.4.2a, 2e] In graphics, applies a balanced visual structure using the horizon and vertical axis to create balance in the picture and accompanying text. 	<p>VISUAL TEXT:</p> <ul style="list-style-type: none"> Creates presentations, keeping the multiple pictures or slides to a concise length, with a storyline (fiction or nonfiction) including a clear and coherent beginning, middle and end. [W.5.4] Adapts speech in audio scripts to meet the purpose and situation. [SL.5.6] Plans and creates videos containing an engaging lead that sets up what follows; the conclusion wraps things up. [W.5.2a, 2b, 2e] In graphics, applies a balanced visual structure and uses contrast or harmony to add emphasis to the ideas.
<p>Voice/Point of View VOICE is the storyteller coming through with a unique blend of description, character and style. Voice is the life and soul in the writing. Voice changes with the POINT OF VIEW and intended AUDIENCE.</p>	<ul style="list-style-type: none"> Not assessed at this level. 	<ul style="list-style-type: none"> Addresses an audience mainly by adding information in the revision stage. [W.1.5] Writes as if talking, incorporating personal feelings, thoughts and memories into text. Is beginning to write in 3rd person. 	<ul style="list-style-type: none"> Shows some sense of an audience by adding examples to clarify meaning with guidance from adults. [W.2.5] Author's voice is beginning to emerge; intentionally adds some phrases for interest. Writes in 3rd person as well as 1st person narrative. 	<ul style="list-style-type: none"> Addresses a specific audience by experimenting with a voice to create interest in the piece. [W.3.5] Shows personal commitment to a topic and writes from a somewhat knowledgeable perspective. [W.3.1, 2, 3] Shows emotion in the piece through word choice. [W.3.1, 3] Uses a narrator in dialogue, switching between 3rd and 1st person. [W.3.3] 	<ul style="list-style-type: none"> Writer's voice is becoming a recognizable element revealing the writer's personality. [W.4.4, 5] Shares thoughts through dialogue and selective details. [W.4.3] Writes from different points of view, addressing a specific audience including 2nd person <i>you</i>. [W.4.2, 3] 	<ul style="list-style-type: none"> Writer's voice is a recognizable element, revealing the writer's personality and mood. [W.5.4, 5] Uses dialogue and inner dialogue in narratives to add voice to individual characters. [W.5.3, 3b] Is beginning to write informational and opinion/argumentative pieces using a formal style. [W.5.1, 2]
<p>Word Choice/Description WORD CHOICE involves using everyday words effectively, choosing precisely the words, including figurative language, to convey the exact shade of meaning. DESCRIPTION is developed with imagery and sensory details that "show" rather than "tell."</p>	<ul style="list-style-type: none"> Chooses words from speaking vocabulary and occasionally uses words from reading vocabulary for preciseness, even if spelling is temporary. [L.K.6] Is beginning to make collections of words. Chooses words to describe an experience or object. 	<ul style="list-style-type: none"> Takes risks in adding new words from reading in personal writing. During revision, varies word choice to add interest. [W.1.5] Occasionally uses imprecise adjectives (i.e. <i>good, bad</i>). Uses the senses to describe, but descriptions are still literal (<i>It sounds loud</i>). Makes collections of words and phrases. 	<ul style="list-style-type: none"> Attempts to use more precise words as alternatives for overused words (i.e. <i>yelled for said, excited for happy</i>). [W.2.1, 2, 3] In writing informational poetry, uses key words from research to incorporate into writing. Expresses emotions regarding the topic. 	<ul style="list-style-type: none"> Uses descriptive adverbs and adjectives (including comparative and superlative), as well as more precise nouns and verbs to create a clear picture for the reader. [W.3.2b, 3b & L.3.1] Is beginning to use sensory words and figurative language such as similes. [L.3.5] During revision, varies word choice to create interesting dialogue and description and chooses words and phrases for effect. [W.3.5 & L.3.3a] 	<ul style="list-style-type: none"> Describes with sensory words, similes and simple metaphors to convey a precise meaning. [W.4.3d & L.4.5a] Uses both academic and domain-specific vocabulary to explain a topic. [W.4.2d; RI.4.4 & L.4.6] 	<ul style="list-style-type: none"> Uses descriptive language, including exact words for purpose, strong adjectives and verbs, metaphors, similes, concrete words/phrases and sensory details. [W.5.3d] Uses both academic and domain-specific and increasingly precise vocabulary. [W.5.2d; RI.5.4 & L.5.6] Is beginning to use literary devices such as repetition, alliteration and onomatopoeia for effects in narrative and poetry. [W.5.3d; RI.5.4] Invents nonsense words and experiments with unexpected

	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
<p>Sentence Fluency/ Sentence Structure</p> <p>FLUENCY is the flow and rhythm of the sentences and paragraphs. SENTENCES vary in length and structure to best carry the message and enable the reader to read with ease.</p>	<ul style="list-style-type: none"> Writes simple sentences including adjectives, adverbs, prepositional phrases and descriptive phrases; attempts compound sentences, but needs assistance with punctuation. [L.K.1, 1b, 1e] Writes questions with interrogatives (<i>who, what, where, when, why, how</i>). [L.K.1d] Correctly uses subject-verb agreement in simple sentences, but has difficulty with subject-verb agreement and tenses when attempting more complex sentence structures. [L.K.1] Uses paragraphing irregularly or not at all. 	<ul style="list-style-type: none"> Constructs simple, compound (using conjunctions <i>and, but, or, so, because</i>), declarative, interrogative, imperative and exclamatory sentences. [L.1.1g, 1j] Uses correct noun-verb agreement, prepositional phrases, modifiers, past tense, and future tense. [L.1.1e, 1i] Is beginning to write complex sentences, but needs assistance with punctuation. [L.1.1] Attempts paragraphing with some assistance. [L.1.2] 	<ul style="list-style-type: none"> Uses 2-3 different sentence structures including compound subjects and predicates and some complex sentences that enhance the meaning in declarative, interrogative, imperative and exclamatory sentences. [L.2.1, 1f] Writes complete sentences with mostly correctly used subject-verb agreement, noun-pronoun agreement, prepositional phrases, adjectives, and adverbs. [L.2.1, 1c, 1d, 1e] Uses past, present and future tenses appropriately. [L.2.1, 1d] Uses paragraphing, but still needs some assistance. [L.2.2] Uses transitional words (e.g., <i>because, and, also, as a result</i>) between paragraphs and ideas. [W.2.1, 3] 	<ul style="list-style-type: none"> Uses 4-5 sentence structures with both action verbs and linking verbs; writes complex and compound sentences joined by coordinating and subordinating conjunctions. [L.3.1a, 1h, 1i] Writes multiple paragraphs each with two or more complete and coherent sentences. [L.3.1] Attempts to write engaging topic sentences. [W.3.1a, 2a, 3a] Creates sentence with a rhythm. [L.3.1] Uses transitional words (<i>also, another, and, more, but, for example, because, therefore, since</i>) to logically order ideas. [W.3.1c, 2c, 3c] 	<ul style="list-style-type: none"> Uses a variety of sentence structures that create interest and set a mood. [L.4.1] Writes in present perfect and past perfect tense. [L.4.1] Writes engaging topic sentences. [W.4.1a, 2a, 3a] Creates sentences with a cadence and rhythm. [L.4.1] Uses transitional words, phrases and clauses suitable to each genre: linking opinion and reasons (<i>for instance, in order to, in addition</i>), ideas and explanations (<i>another, for example, also, because</i>), and sequential events. [W.4.1c, 2c, 3c] 	<p>word combinations.</p> <ul style="list-style-type: none"> Skillfully builds on previous levels. [L.5.1] Maintains consistency of tense. [L.5.1d] Uses appropriate transitional/linking words, phrases and clauses (<i>consequently, specifically, in contrast, etc.</i>). [W.5.1c, 2c, 3c]
<p>Language Conventions</p> <p>Mechanics, spelling, grammar and usage are attended to in the editing process if not before. Spelling at these levels is beyond the developmental stages, but may have patterns that indicate the strategies that are or are not being used. Students are expected to apply only the skills they have been taught. The "copy editor" may need to finish editing for publication.</p>	<p>SPELLING:</p> <ul style="list-style-type: none"> Uses more complex spelling strategies for unknown words (such as adding -s, -es, -ed, -ing). [L.K.1c, 4b] Shows mastery of most high-frequency words and words from personal experiences; spells simple words phonetically. [L.K.2d] Is beginning to use a picture or personal dictionary for spelling reference (caution not to introduce this too early). [L.K.2] Is much more willing to take risks with spelling of longer words to communicate a message. Asks grown-ups how to spell at the beginning of this level; later becomes less dependent on adults and regularly uses words in environment for spelling. <p>USAGE/MECHANICS:</p> <ul style="list-style-type: none"> Writes simple sentences with a capital letter at the beginning and end punctuation. [L.K.2a, 2b] Has well-developed concepts of print. [RF.K.1] 	<p>SPELLING</p> <ul style="list-style-type: none"> Uses mostly conventional spelling including high-frequency irregular words. [L.1.2d, 2e] Circles some words that "don't look right." Is beginning to use a picture or personal dictionary for spelling reference. [L.1.2] <p>MECHANICS & USAGE</p> <ul style="list-style-type: none"> Uses conventions of Standard English including capitalization (beginning of sentence, "I," dates and names of people) and punctuation (end punctuation: periods, 	<p>SPELLING</p> <ul style="list-style-type: none"> Uses mostly conventional spelling including possessives, contractions and words with suffixes. [L.2.2, 2a, 2c, 2d] Edits for spelling and can find miscues in high-frequency words in own and peers' writing. <p>MECHANICS & USAGE</p> <ul style="list-style-type: none"> Writes complete sentences with mostly correct usage of subject-verb agreement, noun-pronoun agreement, prepositional phrases, adjectives, and adverbs. [L.2.1, 1c, 1d, 1e] 	<p>SPELLING</p> <ul style="list-style-type: none"> Demonstrates control of conventional spelling. Is beginning to use multiple strategies for spelling, including visualizing mentally how the word looks. Spells regular and irregular verbs, regular and irregular plural nouns, and comparative and superlative adjectives and adverbs. [L.3.1b, 1d, 1g] <p>MECHANICS & USAGE</p> <ul style="list-style-type: none"> Uses regular and irregular verbs, regular and irregular plural nouns, and comparative and superlative adjectives and adverbs. [L.3.1b, 1d, 1g] Demonstrates control of 	<p>SPELLING</p> <ul style="list-style-type: none"> Spells conventionally including editing for homophones. [L.4.2d] Has a mental image of words and applies this strategy in editing for spelling. Is beginning to use knowledge of roots and affixes to spell or edit. <p>MECHANICS & USAGE</p> <ul style="list-style-type: none"> Writes in present perfect and past perfect tense [L.4.1] Correctly uses subject/verb, noun/pronoun agreement and punctuation. [L.4.1, 2] Correctly uses relative pronouns 	<p>SPELLING</p> <ul style="list-style-type: none"> Consistently uses correct spelling by applying visual, meaning and sound to orthographic patterns. Consistently uses correct spelling by applying visual, meaning and sound to orthographic patterns. [L.5.2] <p>MECHANICS & USAGE</p> <ul style="list-style-type: none"> Consistently uses grammar, usage, paragraphing, capitalization and punctuation, consulting references as needed. [L.5.1, 2, 3] Correctly uses objective,

	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
Language Conventions (Continued)	<p>Combines frequently occurring nouns and verbs effectively in simple sentences. [L.K.1b]</p> <ul style="list-style-type: none"> Correctly uses subject/verb agreement in simple sentences, but has difficulty with subject-verb agreement and tenses when attempting more complex sentence structures. [L.K.1] 	<p>exclamation marks, questions marks; commas: series and dates). [L.1.2a, 2b, 2c]</p> <ul style="list-style-type: none"> Experiments with other punctuation (quotation marks, colon) learned from reading. [L.1.2] Uses correct noun-verb agreement, prepositional phrases, modifiers, past tense, and future tense [L.1.1e.1] 	<ul style="list-style-type: none"> Applies the rules of Standard English including capital letters, end punctuation, and Uses collective nouns (<i>herd, flock</i>), irregular plurals (<i>women, fish</i>), reflexive pronouns (<i>myself, himself</i>), and irregular verbs (<i>fought, went</i>). [L.2.1a, 1b, 1c, 1d] Capitalizes important words in headings and titles, holidays, product names and specific places. [L.2.2, 2a] Uses ellipses, dashes, quotation marks, abbreviations, apostrophes, and commas in greetings and closings of letters. [L.2.2, 2b, 2c] Is beginning to use dialogue with proper use of quotation marks, but end punctuation and paragraphing in dialogue are still undeveloped. [L.2.2] 	<p>Standard English including capital letters, end punctuation, commas, and conventional spelling. [L.3.2, 2e, 2f]</p> <ul style="list-style-type: none"> Ensures subject-verb and pronoun-antecedent agreement. [L.3.1f] Punctuates simple and uninterrupted dialogue correctly. [W.3.3b & L.3.2c] 	<p>(<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). [L.4.1a]</p> <ul style="list-style-type: none"> Experiments with punctuation (brackets, colons, hyphens and parentheses) for effect. [L.4.3b] Uses capital letters, punctuation, and indentation correctly in dialogue. [W.4.3b] 	<p>nominative case and indefinite pronouns. L.5.1</p> <ul style="list-style-type: none"> Maintains consistency of verb tense. [L.5.1d] Correctly uses commas to separate items in a series (and knows when to use a semi-colon); to separate an introductory word, phrase or clause; to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you.</i>); to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>); and to indicate direct address. [L.5.2a, 2b] Uses underlining or italics to indicate books or magazines; quotation marks for poems, essays, short stories and articles; and capitalization for special features. [L.5.2d] Correctly punctuates dialogue, including interrupted speech and paragraphing for speaker changes. [W.5.3b]
Writing Process Includes planning/pre-writing, drafting, revising, and editing. Note that not all writing will go through the entire process so this must be assessed accordingly; revision is the critical opportunity for ideas, structure, voice & word choice to develop.	<ul style="list-style-type: none"> Thinks aloud before and during writing and often "sounds-out" spelling of words. [L.K.2c, 2d] Uses drawings and simple graphic organizers to plan writing focus with adult support. [W.K.1, 2, 3, 8] Revises by "adding more" details to text or drawing with teacher assistance. [W.K.5] When prompted, chooses a more descriptive synonym to replace a "tired" word (<i>huge</i> for <i>big</i>), even though the spelling may still be temporary. [L.K.5d] Corrects some meaning and spelling when reading paper aloud to teacher. [L.K.2c, 2d] 	<ul style="list-style-type: none"> Continues to sound out words during drafting. [L.1.2d, 2e] Uses simple graphic organizers to plan writing. [W.1.1, 2, 3, 8] Responds to questions with support from adults and adds details to writing. [W.1.5] Locates a few misspelled words, circles and corrects. [L.1.2d, 2e] Edits by reading work aloud. [W.1.5] Corrects some meaning and spelling when reading paper aloud to teacher and peers. [W.1.5 & L.1.2d] 	<ul style="list-style-type: none"> Uses grade appropriate graphic organizers to plan writing. [W.2.1, 2, 3, 8] With guidance and support from adults and peers, revises as needed by adding, modifying or taking away content. [W.2.5] With support, revises to expand and rearrange simple and compound sentences. [W.2.5 & L.2.1f] Uses a simple checklist or guide to edit for punctuation, capital letters and basic grammar in own or peer's writing. [W.2.5 & L.2.2a, 2b, 2c] Recognizes some spelling miscues and attempts to correct them using a beginner's dictionary. [W.2.5 & L.2.2d, 2e] 	<ul style="list-style-type: none"> Effectively plans writing using simple outlines or grade appropriate graphic organizers. [W.3.1, 2, 3, 4, 5] Revises for word choice using an online and print thesaurus or a mentor text(s). [W.3.1, 2, 3, 5 & L.3.3a, 4d, 5c, 6] Revises to expand, rearrange and shorten simple and compound sentences. [W.3.5 & L.3.1] With guidance and support from adults and peers, strengthens writing by creating more effective and engaging leads and endings and by reordering and omitting content for meaning. [W.3.5] Edits sentences for spelling (including homophones and other confusing words), mechanics and some grammar (including subject-verb and pronoun-antecedent agreement), consulting basic digital and print references 	<ul style="list-style-type: none"> Effectively plans writing using expanded outline or graphic organizers. [W.4.1, 2, 3, 4, 5] Revises to expand, rearrange and combine simple, compound and complex sentences. [W.4.5] With guidance and support from adults and suggestions from peers, strengthens writing by revising for audience and purpose including content, focus, voice, word choice, figurative language and organization. [W.4.1, 2, 3, 4, 5 & L.4.5] Edits own work or peer edits for grammar (including sentence fragments and run-ons), mechanics and spelling, consulting checklists, reference books, and online or print thesauruses, grammar checks/handbooks, and dictionaries. [W.4.5 & L.4.1, 2] 	<ul style="list-style-type: none"> Effectively plans writing using expanded outlines, graphic organizers or thinking maps with multiple levels of details. [W.5.1, 2, 3, 4, 5] Revises to expand, combine and reduce sentences to create a variety of structures including compound and complex sentences. [W.5.5 & L.5.3a] Through conferencing with adults and peers, revises repeatedly to shape content, focus, voice, word choice, sentence structure, and organization to create a clear, coherent piece of writing that considers the purpose and audience. [W.5.4, 5] Accurately edits own work for grammar, mechanics and spelling. [W.5.5 & L.5.1, 2]

	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
				and/or checklists as needed. [W.3.5 & L.3.1a-h, 2a-g]		
Presentation/ “Publishing” Presents textual and visual elements of a message in print or digital formats. Handwriting, drawing and effective use of technology are important, as are creating appropriate graphics and using design elements: line, balance, color, direction, shape, unity and contrast.	<ul style="list-style-type: none"> Writes without needing to first draw; may have transitioned to not using any illustrations or graphics. Uses digital tools (word processing and drawing), with guidance from adults, to write and publish; may collaborate with other students. [W.K.6] Has begun to learn keyboarding with home keys, login and password. [W.K.6] 	<ul style="list-style-type: none"> Orients message on the page, utilizing spacing, and includes of illustrations or graphics. Writes an author's page and dedication page. Uses a variety of digital tools (word processing, drawing and painting) with guidance from adults to write and publish, using editing capabilities of software; edits through peer conferencing. [W.1.6] Is learning basic keyboarding skills and attempts to type part of his/her own text for publishing. [W.1.6] 	<ul style="list-style-type: none"> Adds illustrations and other graphics such as diagrams to provide some of the important information. [W.2.2] Uses a variety of digital tools (including slides on a PowerPoint and book publishing) to write and publish. Uses keyboarding skills for revising and editing. [W.2.6] 	<ul style="list-style-type: none"> Uses graphics such as illustrations, graphs or tables to support the text. [W.3.2] Uses technology with some adult guidance to produce, interact, collaborate and publish with others, including web publishing for class homepage and multimedia resources. [W.3.6] Uses keyboarding skills and most basic Word tools for revising and editing. [W.3.6] 	<ul style="list-style-type: none"> Attends to graphics (and captions), boldfaced type and layout, including headings, as a way to address the audience.[W.4.2a] Uses fonts and font sizes appropriately for the intended audience and purpose. Uses technology (Internet and other software) with little adult guidance to produce, interact, collaborate and publish. [W.4.6] Adds sound to presentation. [SL.4.5] Uses keyboarding skills and most Word shortcuts and tools for revising, editing and typing a minimum of one page in a setting. [W.4.6] 	<ul style="list-style-type: none"> Attends to audience by effectively using headings, boldfaced type, charts, tables, illustrations, captions, graphics, typography, layout, and multimedia to enhance readers' comprehension. [W.5.2a] Uses technology (such as videoconferencing, digital storytelling, and collaboration tools) with some guidance from adults to produce, interact, collaborate and publish. [W.5.6; SL.5.5] Uses keyboarding skills to type, revise and edit a minimum of two pages in a setting. [W.5.6]
Research and Writing to Learn/ Audience of Self Includes notebooks and logs, reflections and responses to questions. Students make comparisons, critical analyses, and evaluation of literary texts, documents, primary source materials and arguments that lead to short and lengthier research reports.	<ul style="list-style-type: none"> With guidance, participates in shared research, writing projects and author studies, writing informational and opinion pieces when appropriate. [W.K.7] Makes lists. [W.K.8] Answers questions with short answers with guidance from adults. [W.K.8] 	<ul style="list-style-type: none"> Participates in whole-class and small-group research and writing projects with teacher guidance as needed. [W.1.7] With some guidance, makes list of information about a topic from provided sources and puts information into a data table. [W.1.8] With some guidance, recalls or gathers information to answer a question.[W.1.8] Explores a number of informational books on a given topic and writes a report or procedural piece. [W.1.7] 	<ul style="list-style-type: none"> Participates in small-group and individual research, reading 2-4 books on a single topic and selecting the key ideas and details. [W.2.2, 7] Discusses with group and builds on others' ideas, asking questions for understanding or clarification. [SL.2.1b, 1c, 2] Creates data tables with information gathered from multiple sources to plan and write a report, explanation or answer to a question. [W.2.7, 8] Records science procedures and observations. [W.2.7] 	<ul style="list-style-type: none"> Conducts individual and small-group research projects to discuss and write a report, procedure or recount. [W.3.4, 7, 8 & SL.3.1a, 1b, 1c, 1d, 3] Gathers information from a number of print and digital sources, taking brief notes and sorting evidence into categories for graphic organizers. [W.3.7, 8] Is beginning to use reflection and uses writing as a way to sort out ideas. [W.3.7, 8] Keeps a science or social studies notebook with some guidance by the teacher. [W.3.7, 8] 	<ul style="list-style-type: none"> Conducts individual and small-group research projects to write a report, recount, explanation or procedure. [W.4.4, 7, 8 & SL.4.1, 2, 3, 4] Conducts research on a smaller scale to address specific questions or to investigate brief topics or subtopics. [W.4.4, 7, 8 & SL.4.1, 2, 3, 4] Gathers credible and relevant information from print and digital sources, taking notes, categorizing information and providing a bibliography. [W.4.1b, 2b, 7, 8] Effectively uses a variety of graphic organizers. W.4.8 Writing becomes a common way to document learning and to work out solutions to problems. [W.4.7, 8] Organizes notes, diagrams, observations, procedures, and results in a science or social studies notebook with little guidance. [W.4.7, 8] 	<ul style="list-style-type: none"> Conducts research projects using multiple sources to select and produce a variety of written products. [W.5.4, 7, 8 & SL.4.1, 2, 3, 4] Conducts research to address multiple questions or to investigate brief topics or subtopics. [W.5.4, 7, 8 & SL.5.1, 2, 3, 4] Uses credible and relevant sources to support claims in arguments and central ideas. Correctly cites several references in text and in a bibliography. [W.5.1b, 2b, 7, 8] Summarizes or paraphrases information in notes and finished work; uses standard abbreviations. [W.5.8] Records notes from sources or experiences; notebooks, learning logs and notes may include questions, main ideas, predictions, procedures, data (tables or graphs), diagrams, graphic organizers, and conclusions. [W.5.7, 8]

	C (K-1)	D (1-2)	E (2-3)	F (3-4)	G (4-5)	H (5-6)
Research and Writing to Learn/ Audience of Self (Continued)					<ul style="list-style-type: none"> Gathers specific details in narrative text to support opinions or descriptions of characters, settings, or events. [W.4.9, 9a] Evaluates an author's main points, reasons and evidence in informational and argumentative texts. [W.4.9, 9b] 	<ul style="list-style-type: none"> Writes comparisons of story elements using specific details from the text. [W.5.9, 9a] Analyzes argumentative and informational texts to identify author's key points and supporting evidence. [W.5.9, 9b]
Attitude/Range of Writing ATTITUDE and interest in writing impacts quality and effectiveness of writing. RANGE OF WRITING involves writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> Writes spontaneously for self or chosen audience. Takes risks in writing (spelling, word choice and some conventions), but also willingly refers to environmental print. Perseveres to complete writing tasks, checking meaning by rereading the piece aloud. Range of writing not assessed at this level. 	<ul style="list-style-type: none"> Believes he/she can be a successful writer. Knows that risk taking is important for constructing meaning and for spelling. Perseveres to use strategies and resources at hand such as familiar books and environmental print. Range of writing not assessed at this level. 	<ul style="list-style-type: none"> Writes for enjoyment as well as to accomplish tasks. Recognizes that writing for an audience may require adding details, modifying facts or removing irrelevant information and does so willingly. Range of writing not assessed at this level. 	<ul style="list-style-type: none"> Enjoys manipulating language for fun, writing interesting sentences and choosing "spicy" words. [W.3.3b & L.3.1i] Writes 2-3 drafts routinely over extended time frames of up to a week before publication, using time for research and revision. [W.3.5, 10] Writes in shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [W.3.10] 	<ul style="list-style-type: none"> Is developing interest in the craft of writing no matter what the purpose. [W.4.5] Writes 3 or more drafts routinely and may work on a piece for 2 or 3-week time frame for research, reflection, and revision. [W.4.5, 10] Writes and revises several paragraphs with ease in shorter time frames (a single sitting, possibly timed, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [W.4.10] 	<ul style="list-style-type: none"> Writes willingly for communicating, learning, personal enjoyment, and to get things done. [W.5.7, 8, 9a, 9b] Reads like a writer, willingly bringing new ideas into own writing. [W.5.5] When appropriate, writes 4 or more drafts of important pieces and may sustain work on one piece for up to a month, but not all pieces will routinely extend for this amount of time. [W.5.5, 10] Writes and revises two or more paragraphs with ease in shorter time frames (a single sitting, possibly timed, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]

The Universal Writing Continuum (Middle School – High School)

Grade Level & Corresponding Proficiency Levels	H (Repeated from Elem.) End of 5 th – Beginning 6 th	I End of 6 th – Beginning of 7 th	J End of 7 th – Beginning of 8 th	K End of 8 th – Beginning of 9 th	L End of 9 th – End of 10 th	M Beginning of 11 th to End of 12 th	N Honors, Dual Credit & Advanced Placement
Ideas/Content Includes the IDEAS and CONTENT with supporting details that develop the theme or main idea. Writers know the needs of their audience and convey ideas with authority and plausibility.	OPINION/ARGUMENT: <ul style="list-style-type: none"> Chooses a topic based on interest and background knowledge. [W.5.1] States a claim (argument) or point of view (opinion) and builds the context for the claim. [W.5.1a] Clearly explains reasons and evidence, supporting writer's claim or argument. [W.5.1b] Writing shows evidence of evaluating, analyzing, and applying reasoning skills. [W.5.1] INFORMATIONAL: <ul style="list-style-type: none"> Stays focused on topic; ideas and content are strong and the message is clear, ending with a related concluding statement. [W.5.2a, 2e] Recalls relevant background from experiences or gathers applicable information, including facts, concrete examples, definitions and quotations from print and digital sources. [W.5.2b, 8] Engages audience with relevant, accurate, 	(In addition to Level H expectations) ARGUMENT: <ul style="list-style-type: none"> Creates an argument with 3 strong reasons to support claim(s), each developed with examples or cited evidence. [W.6.1, 1a, 1b & WHST.6-8.1a, 1b] Demonstrates an understanding of the topic. [W.6.1b & WHST.6-8.1b] INFORMATIONAL: <ul style="list-style-type: none"> Stays focused on a narrow topic with well-defined purpose. [W.6.2, 2a & WHST.6-8.2a] Develops, clarifies, or extends ideas on the topic with details, examples, and definitions. [W.6.2b & WHST.6-8.2b] Writes with some sense of authority, though may not have enough experience with topic to go beyond sources cited. [W.6.2b, 2e & WHST.6-8.2b] 	(In addition to Level I expectations) ARGUMENT: <ul style="list-style-type: none"> Creates an argument about a clearly understood topic and skillfully presents solid reasons and credible sources to support claim(s). [W.7.1, 1a, 1b & WHST.6-8.1a, 1b] Understands various perspectives of the topic and identifies counterclaims. [W.7.1a & WHST.6-8.1a] INFORMATIONAL: <ul style="list-style-type: none"> Stays focused on a narrow and manageable topic with a clearly defined purpose and theme. [W.7.2, 2a & WHST.6-8.2a] Develops ideas with vivid details, interesting information, relevant quotations and examples. [W.7.2b & WHST.6-8.2b] Writes about content with some authority based on close reading, viewing and discussing the topic. [W.7.2b, 2e & WHST.6-8.2b] 	(In addition to Level J expectations) ARGUMENT: <ul style="list-style-type: none"> Has a coherent, compelling argument with clearly stated claim(s). [W.8.1a & WHST.6-8.1a] Fully explains and supports claims with accurate, cited sources and helps readers get the point by providing helpful examples or details. [W.8.1, 1a, 1b & WHST.6-8.1a, 1b] Addresses counterclaims convincingly. [W.8.1a & WHST.6-8.1a] Uses a concluding paragraph that flows from the claim and is appropriate to the audience. [W.8.1e & WHST.6-8.1e] INFORMATIONAL: <ul style="list-style-type: none"> Introduces a topic clearly with a lead that previews what will follow; stays focused on a well-defined theme. [W.8.2, 2a & WHST.6-8.2a] Develops ideas and concepts by building readers' understanding of critical explanations, descriptions, or ideas. [W.8.2a, 2b & WHST.6-8.2a, 2b] Writes about the content with authority. [W.8.2b, 8.2e & WHST.6-8.2b] 	(In addition to Level K expectations) ARGUMENT: <ul style="list-style-type: none"> Develops complex ideas concisely with a coherent thesis, precise claims (anticipating the audience's knowledge and concern of the issue), well-explained assumptions and reasons, evidence with justifiable procedures and results; ends with a clear and well-supported conclusion. [W & WHST.9-10.1, 1a, 1b] Fair-mindedly follows where evidence and reasons lead, but analyzes and evaluates major counterpoints and represents them fairly, pointing out their strengths and limitations. [W & WHST.9-10.1a, 1b] INFORMATIONAL: <ul style="list-style-type: none"> Presents complex ideas, concepts, and information clearly, accurately, and interestingly; develops a distinct theme; defines key concepts and terms effectively within the text; and concludes by articulating the implications or significance of the topic. [W & WHST.9-10.2, 2a, 2b, 2d, 2f] Accurately interprets content, evidence and 	(In addition to Level L expectations) ARGUMENT: <ul style="list-style-type: none"> Presents precise, knowledgeable and thought-provoking claim; establishes the significance and plausibility of the claim(s), lively and convincing supporting materials, persuasive reasoning, fresh insights that challenge the reader's thinking; and draws warranted, judicious, non-fallacious conclusions. [W & WHST.11-12.1, 1a, 1e] Distinguishes claims from counterclaims with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices appropriate to audience's knowledge, values and biases. [W & WHST.11-12.1a, 1b] INFORMATIONAL: <ul style="list-style-type: none"> Contextually develops various perspectives and integrates relevant facts, definitions, details, complex ideas, examples, and quotations to meet the needs of the audience. [W & WHST.11-12.2, 2a, 2b] Explains discipline-related complex ideas and relationships of topics and subtopics in laymen's terms. [W & WHST.11-12.2d, 7] 	(In addition to Level M expectations) ARGUMENT: <ul style="list-style-type: none"> Masterfully applies skills from previous level. [W & WHST.11-12.1a, 1b, 1e] INFORMATIONAL: <ul style="list-style-type: none"> Utilizes uncommon skill in framing subjects in a social, cultural or historical context. Evaluates primary source material and integrates quality and relevant information into writing. Masterfully synthesizes and integrates complex ideas, concepts, and information from reputable organizations or authors. [W & WHST.11-12.2a] Effectively incorporates

Ideas/Content (Continued)	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
	<p>focused, authoritative knowledge of the topic. [W.5.2]</p> <p>NARRATIVE:</p> <ul style="list-style-type: none"> Has an emerging theme and supporting details that enrich and develop the piece. [W.5.3] Uses dialogue and pacing to “show” rather than “tell” characters’ responses to situations, settings, or particular actions. [W.5.3b] <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Recalls relevant background information from shared experiences, including facts and concrete examples to keep reader engaged. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Chooses a topic based on interest and background knowledge. [W.5.1] States a claim (argument) or point of view (opinion) and builds the context for the claim. [W.5.1a] Clearly explains reasons and evidence, supporting writer’s claim or argument. [W.5.1b] Writing shows evidence of evaluating, analyzing, and 	<p>NARRATIVE:</p> <ul style="list-style-type: none"> Has an evident main theme and supporting details that enrich and develop the piece. [W.6.3] Establishes a context and slowly introduces and builds the readers’ knowledge of the narrator or characters. [W.6.3a] Successfully weaves background information and personal experiences with researched information in narratives to create plausibility. [W.6.3] <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> See Level H. In body of letter, establishes a context and slowly introduces and builds the audience’s knowledge. [W.6.3a] Successfully weaves background information and personal experiences to relate to audience. [W.6.3] Incorporates social and cultural experiences to enrich writing. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> In the body of the letter, creates an argument with 3 strong reasons to support claim(s), each developed with examples or cited 	<p>NARRATIVE:</p> <ul style="list-style-type: none"> Weaves a theme throughout the piece. [W.7.3] Writes a lead that establishes a context and orients the reader to the point of view. [W.7.3a] Skillfully builds the characteristics of the narrator and/or characters, revealing them over the course of the first part of the story. [W.7.3a] Concludes with a reflection on the experiences or events. [W.7.3a, 3e] <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> See Level I. Develops ideas with vivid details, interesting information, and/or examples. [W.7.2b & WHST.6-8.2b] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> (In addition to Level I expectations) Creates an argument about a clearly understood topic and skillfully presents solid reasons and credible information to support claim(s). [W.7.1, 1a, 1b & WHST.6-8.1a, 1b] Understands various perspectives of the topic and identifies 	<p>NARRATIVE:</p> <ul style="list-style-type: none"> Effectively develops a theme throughout the piece. [W.8.3] Writes an engaging lead and a thought-provoking conclusion. [W.8.3] Skillfully weaves development of the narrator and/or characters throughout the story. [W.8.3a] Considers background of audience and writes from shared experiences as well as researched information to create an engaging and plausible narrative. [W.8.3a] <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> See Level J. Writes an engaging lead and a thought-provoking conclusion. [W.8.3] Views experiences from perspectives of audience and writes from shared experiences to create an engaging message. [W.8.3a] Develops message to effectively address the purpose and audience in a clear, concise and coherent manner.[W.8.4] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> (In addition to Level J expectations) Has a coherent, compelling argument with 	<p>graphics for audience’s level of knowledge. [W & WHST.9-10.2a, 2b]</p> <ul style="list-style-type: none"> Understands the concept of intellectual property and cites all works. [W & WHST.9] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Includes details that readers can picture; uses multiple plotlines or multiple points of view to develop real or imagined experiences or events into an engaging story or personal narrative. [W.9-10.3, 3a, 3b] Writes a narrative that keeps the audience hungry for more information.[W.9-10.3] <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> See Level K. Presents complex ideas, concepts, and information clearly, accurately, and interestingly. [W & WHST.9-10.2, 2a, 2b, 2d, 2f] Keeps the audience hungry for more information. [W.9-10.3] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> (In addition to Level K expectations) Develops complex ideas concisely with a coherent thesis, precise claims (anticipating the 	<ul style="list-style-type: none"> Anticipates readers’ questions to maintain their engagement throughout the piece. [W & WHST.11-12.4] Effectively incorporates significant works of others into own work, properly citing and building upon them. [W & WHST.11-12.8] <p>NARRATIVE:</p> <ul style="list-style-type: none"> Fully develops story elements with fresh and creative ideas that make the storyline credible and demonstrate an understanding of human behavior. [W.11-12.3] Effectively employs narrative techniques, such as dialogue, pacing, description, reflection, multiple plot lines and points of view to develop experiences, events, and characters; may experiment with satire, sarcasm, irony, or understatement. [W.11-12.3a, 3b & RL.11-12.6] <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> See Level L. Anticipates readers’ questions to maintain their engagement throughout the piece. [W & WHST.11-12.4] Includes details that readers can picture. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> (In addition to Level L expectations) Presents precise, knowledgeable and thought-provoking claim. Establishes the significance and plausibility of the claim(s), lively and convincing supporting 	<p>significant works of others into own work, properly citing and building upon them. [W & WHST.11-12.8]</p> <p>NARRATIVE:</p> <ul style="list-style-type: none"> Writes vivid, imaginative, and intellectually engaging narratives, both fiction and non-fiction. Successfully incorporates monologues, exposition or the backstory, providing the audience important details about the characters and setting. Effectively employs narrative techniques, such as allegory, colloquialisms, irony, satire, sarcasm, personification and/or wit to create ingenious, perceptive pieces that relay the human story. <p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> See Level M. Anticipates readers’ questions to maintain their engagement throughout the letter. [W & WHST.11-12.4] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> (In addition to Level M expectations) Masterfully applies skills from previous level. [W & WHST.11-12.1a, 1b, 1e] Produces a cogent argument with compelling evidence for each claim and a strong warrant which explores deeply each nuance of the argument. Organizes argument to

Ideas/Content (Continued)	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	H (5-6)
	<p>applying reasoning skills. [W.5.1]</p> <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> Usually states the purpose to request, respond or inform at the beginning of the letter. Limits pleasantries because recognizes audience is less or not familiar. Writes clearly and precisely, addressing the point or points of the letter. Writes a conclusion that summarizes the information or request. <p>POEM:</p> <ul style="list-style-type: none"> Involves reader's senses, emotions and imagination. Uses carefully observed details and creates images to bring subject matter alive and help develop the theme. 	<p>evidence. [W.6.1, 1a, 1b & WHST.6-8.1a, 1b]</p> <ul style="list-style-type: none"> Demonstrates an understanding of the topic. [W.6.1b & WHST.6-8.1b] <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> In body of letter, stays focused on a narrow topic with well-defined purpose. [W.6.2, 2a & WHST.6-8.2a] Develops, clarifies, or extends ideas on the topic with details, examples, and definitions. [W.6.2b & WHST.6-8.2b] Writes with some sense of authority, though may not have enough experience with topic to provide depth. [W.6.2b, 2e & WHST.6-8.2b] <p>POEM:</p> <ul style="list-style-type: none"> Paints a picture with words. Sound devices such as rhyme, alliteration or onomatopoeia are used effectively to contribute to the meaning of the poem. Shows originality. 	<p>counterclaims. [W.7.1a & WHST.6-8.1a]</p> <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> Focuses on a narrow and manageable topic with a clearly defined purpose. [W.7.2, 2a & WHST.6-8.2a] Develops ideas with relevant information and/or examples. [W.7.2b & WHST.6-8.2b] Writes about content with some authority. [W.7.2b, 2e & WHST.6-8.2b] <p>POEM:</p> <ul style="list-style-type: none"> The poem enables the reader to see, hear, feel or think about the topic through new lenses. Phrasing and diction contribute to the meaning and development of the theme. 	<p>clearly stated claim(s). [W.8.1a & WHST.6-8.1a]</p> <ul style="list-style-type: none"> Fully explains and supports claims with accurate information and helps readers get the point by providing helpful examples or details. [W.8.1, 1a, 1b & WHST.6-8.1a, 1b] Addresses counterclaims convincingly. [W.8.1a & WHST.6-8.1a] Uses a concluding paragraph that flows from the claim and is appropriate to the audience. [W.8.1e & WHST.6-8.1e] <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> Introduces a topic clearly with a lead that clearly states the purpose and information that will follow; stays focused on a well-defined topic. [W.8.2, 2a & WHST.6-8.2a] Develops ideas and concepts by building readers' understanding of critical explanations or ideas. [W.8.2a, 2b & WHST.6-8.2a, 2b] Writes about the content with authority. [W.8.2b, 2e & WHST.6-8.2b] <p>POEM:</p> <ul style="list-style-type: none"> Expresses ideas using a range of poetic elements to create mood and meaning. Employs symbolism appropriately. Engages reader in a sensory or emotional experience. 	<p>audience's knowledge and concern of the issue), well-explained assumptions and reasons, evidence with justifiable procedures and results; ends with a clear and well-supported conclusion. [W & WHST.9-10.1, 1a, 1b]</p> <ul style="list-style-type: none"> Fair-mindedly follows where evidence and reasons lead, but analyzes and evaluates major counterpoints and represents them fairly, pointing out their strengths and limitations. [W & WHST.9-10.1a, 1b] <p>BUSINESS LETTER: (In addition to Level K expectations)</p> <ul style="list-style-type: none"> Presents complex ideas, concepts, and information clearly, and accurately; sticks to the topic and makes specific requests or defines key concepts and terms effectively within the text; and concludes by articulating the implications or significance of the topic. [W & WHST.9-10.2, 2a, 2b, 2d, 2f] Accurately interprets content, evidence and graphics for audience's level of knowledge. [W & WHST.9-10.2a, 2b] <p>POEM:</p> <ul style="list-style-type: none"> Focuses poem on a single idea, feeling, or experience, using concrete images, figurative language and precise, sensory words in a fresh way. Shows connections of 	<p>materials, persuasive reasoning, fresh insights that challenge the reader's thinking; and draws warranted, judicious, non-fallacious conclusions. [W & WHST.11-12.1, 1a, 1e]</p> <ul style="list-style-type: none"> Distinguishes claims from counterclaims with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices appropriate to audience's knowledge, values and biases. [W & WHST.11-12.1a, 1b] <p>BUSINESS LETTER: (In addition to Level L expectations)</p> <ul style="list-style-type: none"> Contextually develops various perspectives and integrates relevant facts, definitions, details, complex ideas, and examples to meet the needs of the audience. [W & WHST.11-12.2, 2a, 2b] <p>Anticipates readers' questions and explains discipline-related complex ideas and relationships of topics and subtopics in laymen's terms. [W & WHST.11-12.2d, 4, 7]</p> <p>POEM:</p> <ul style="list-style-type: none"> Suggests through the poem's language a new way of thinking and feeling about relationships or connections among subjects. Develops a coherent 	<p>artfully develop the claim(s) counterclaims, reasons and arguments to anticipate readers' concerns and understanding of the issues.</p> <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> Utilizes uncommon skill in framing subjects in a social, cultural, scientific, mathematical or historical context. Evaluates source material (including research journal articles) and integrates quality and relevant information into writing. Masterfully synthesizes and integrates complex ideas, concepts, and information from reputable organizations or authors. [W & WHST.11-12.2a] Provides readers with thought-provoking information that will cause reflection long after reading the letter. Evaluates and explains expressions, problems, and experiments. <p>POEM:</p> <ul style="list-style-type: none"> Offers a unique, insightful perspective. Uses poetic elements to create a powerful meter, mood and message. Creates fresh, powerful, and engaging images with precise, sensory and

Ideas/Content (Continued)	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
	<ul style="list-style-type: none"> • Avoids cliché in own writing. 			<ul style="list-style-type: none"> • Stays focused on a well-defined theme. 	<ul style="list-style-type: none"> ideas through creative use of language. • Uses sound devices (alliteration, assonance, rhyme) to support the meaning and effect of the poem. 	<ul style="list-style-type: none"> image or meaning through the use of various poetic elements and use of exact words and word placement. • Creates vivid images and intense emotion, making the poem come alive. 	<ul style="list-style-type: none"> figurative language. • Seamlessly achieves the poem's desired purpose with the presentation, form and voice. • Connects to a broad audience with a universal message, though the meaning is personal and unique to the poet. • Writes powerfully and concisely. • Ends the poem with a flash of insight or a new twist.
	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Analyzes various elements, concepts, individuals, events, or ideas in one or more texts (or multimedia sources) and describes how they contribute to the meaning of a text. [RL.5.7] • Addresses the task, purpose and audience in a clear and coherent manner. [W.5.4, 7, 9] • Determines main ideas and supporting details. Summarizes the work as needed to clarify main points. [RL & RI.5.2] • Writes inferences supported by explicit references from the text. [RL & RI.5.1] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Stays focused on the topic or viewpoint and content suits the purpose of the project. • Demonstrates subject matter understanding. • Engages, entertains, informs or persuades the audience with thought-provoking content and presentation. 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Analyzes and explains vocabulary, figurative language and connotations and their impact on the tone and meaning. [RL & RI.6.4] • Addresses the task, purpose and audience in a clear and coherent manner. [W.6.4] • Analyzes text by citing specific evidence, making inferences and providing an accurate overall summary. [RL & RI.6.1; RH & RST.6-8.2] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Stays well-focused on the topic or viewpoint and content enhances the purpose of the project. • Demonstrates "expert" understanding of subject matter. • Content has an edge to it that hooks the audience and makes them talk about the content after viewing. 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Effectively writes a comparison of information from several texts or non-print sources. [RI.7.7; RST.6-8.9] • Develops and organizes response to address the task, purpose and audience in a clear and coherent manner. [W.7.4, WHST.6-8.4] • Analyzes the author's purpose and provides an explanation. [RST.6-8.9] • Writes an analysis of an argument, determining if the reasoning is sound and evidence is relevant. [RI.7.8] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Enhances the purpose of the piece in innovative ways with visuals and audio. • Information in multimedia presentations is accurate, but concise. • The audience learns something from the piece and finds it valuable and thought-provoking. 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Develops and organizes response to effectively address the task, purpose and audience in a clear, concise and coherent manner. [W.8.4] • Writes analysis of texts with conflicting information or points of disagreement. [RI.8.9] • Analyzes and writes about author's point of view and voice and aspects of text that reveal these elements. [RL & RI.8.6; RH.6-8.6] • Analyzes the text structure to determine how the author achieves purpose. [RST.6-8.5] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Chooses appropriate images/graphics and text/audio to strengthen argument, add detail to information, or to add interest [SL.8.4, 5]. • Information is richly presented, accurate, yet, concise. • Considers the topic in a unique and thoughtful way, using the visuals 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Analyzes and compares various ideas and perspectives represented in multiple texts (oral, print, and multimedia). [W.9-10.9; RL.9-10.3, 5, 6, 7, 9; RH & RST.9-10.9] • Draws from multiple texts to cite and critically evaluate evidence the authors provide. [RL & RI.9-10.1; RH & RST.9-10.8] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Images/graphics and text/audio relate well to topic. • Creatively enhances the purpose with original content. • Informs and entertains the audience at a sophisticated level, leaving the viewers changed, motivated or moved. 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Critically analyzes the effect of the author's stylistic choices. [RL & RI.11-12.2, 3, 4, 5; RI.11-12.6; RH & RST.11-12.4, 5] • Writes an explanation of the reasoning in seminal U.S. texts. RI.11-12.8 • Writes analyses of foundational U.S. literature and documents' themes, purposes, and rhetorical features. [RL.11-12.2; RL & RI.11-12.9] • Writes analyses of science and technical texts, noting gaps or inconsistencies in the information. [RST.11-12.1] • Skillfully builds on previous levels. [RH & RST.11-12.8, 9] <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Presents a focused and cohesive viewpoint. • Attempts to stimulate dialogue with the use of content presented through new lenses or perspectives. • Annotates all images and multimedia sources. 	<p>RESPONSE:</p> <ul style="list-style-type: none"> • Masterfully applies skills from previous level. [RL & RI.11-12.2, 3, 4, 5, 8, 9; RI.11-12.6; RH & RST.11-12.4, 5] • Makes pertinent use of the text, logically writes the analysis, well supported by strong evidence with judicious use of quotes. <p>VISUAL TEXT:</p> <ul style="list-style-type: none"> • Choses images and audio that are focused, cohesive and extremely thoughtful to the topic or viewpoint. • Clearly conveys the purpose in an unique manner through new lenses or perspectives that stimulates dialogue and commentary. • All images and

	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
Structure/ Organization/ Genre The three TEXT TYPES—argument, informational and narrative—are determined by the writer's purpose, and each contain multiple GENRE with organizational patterns, characteristics, and key elements that make up their internal STRUCTURE.				and audio to greatly influence the audience. • All images and multimedia sources are annotated.	• All images and multimedia sources are annotated.		multimedia sources are annotated.
	OPINION/ARGUMENT: <ul style="list-style-type: none"> Introduces topic, states opinion and develops argument clearly with reasons supported by facts and details. [W.5.1a, 1b] Sums up the argument or opinion with a convincing summary paragraph restating the argument. [W.5.1d] 	(In addition to Level H expectations) ARGUMENT: <ul style="list-style-type: none"> Introduces the argument/claim clearly and organizes the reasons and evidence logically. [W.6.1a & WHST.6-8.1a, 1b] Provides a concluding paragraph that flows from the argument made. [W.6.1e & WHST.6-8.1e] 	(In addition to Level I expectations) ARGUMENT: <ul style="list-style-type: none"> Understands the structure of an argument; acknowledges and distinguishes the claim(s) from opposing claims, organizes the reasons and evidence logically, and provides a concluding paragraph that flows from the argument made. [W.7.1a, 1e & WHST.6-8.1a, 1e] 	(In addition to Level J expectations) ARGUMENT: <ul style="list-style-type: none"> Understands the structure of an argument well enough to make the piece unique; effectively introduces the argument/claim, organizes the reasons and evidence logically, and provides a concluding paragraph that flows from the argument made. [W.8.1a, 1e & WHST.6-8.1a, 1e] Considers audience and purpose in structuring an argumentative speech, including a focused claim, sound reasoning and an element of passion to the writing. [SL.8.4] 	(In addition to Level K expectations) ARGUMENT: <ul style="list-style-type: none"> Builds the structure of an argument, clearly expressing the relationships among claims, counterclaims, reasons and evidence. [W & WHST.9-10.1a, 1c] Establishes coherence within and among paragraphs through effective transitions, parallel structures, and consistent writing techniques, concluding with a strong statement in support of the argument. [W & WHST.9-10.1a, 1c, 1e] 	(In addition to Level L expectations) ARGUMENT: <ul style="list-style-type: none"> Understands the structure of an argument, developing strengths and limitations of both claim(s) and counterclaims. [W & WHST.11-12.1a, 1b] Organizes the claims, reasons, and evidence logically and provides a concluding paragraph that flows from the purpose and the argument made. [W & WHST.11-12.1e] 	(In addition to Level M expectations) ARGUMENT: <ul style="list-style-type: none"> Writes a sophisticated formal essay or argument, hooking the audience's attention and developing strengths and limitations of both claim(s) and counterclaims. [W & WHST.11-12.1a, 1b] Organizes the claims, reasons, and evidence logically and provides a concluding paragraph that flows from the argument made. [W & WHST.11-12.1e]
	INFORMATIONAL: <ul style="list-style-type: none"> Demonstrates understanding of the structure of the genre (report, procedure, explanation, recount, and description) by first introducing the broader context of the topic, then developing information in appropriate sections, and finally creating an effective closing (wrap-up, summary, or conclusion). [W.5.2a, 2e] Uses various paragraph structures (cause and effect, compare and contrast, problem and solution, etc.). [RI.5.5] Employs the development of ideas and previous stage skills with sophistication. [W.5.2] 	INFORMATIONAL: <ul style="list-style-type: none"> Demonstrates full understanding of the structure of the genre (report, procedure, explanation, recount, and description) with an appropriate introduction, development of the topic, and a conclusion. [W.6.2a, 2f & WHST.6-8.2a, 2f] Creates an opening section that effectively introduces the context of the topic; provides a thought-provoking conclusion or summary. [W.6.2a, 2f & WHST.6-8.2a, 2f] Uses a variety of paragraph structures (cause/effect, sequence, problem/solution, etc.) to convey information when appropriate. [W.6.2a] 	INFORMATIONAL: <ul style="list-style-type: none"> Clearly chooses genre appropriate to the purpose (report, procedure, explanation, recount, and description) and is comfortable enough to modify it in interesting ways. [W.7.2a, 2e, 2f & WHST.6-8.2a, 2f] Organizes ideas, concepts, and information using paragraph structures such as definition, classification, comparison/contrast, and cause/effect that begin to create a cohesive piece. [W.7.2a, 2c & WHST.6-8.2a, 2c] 	INFORMATIONAL: <ul style="list-style-type: none"> Introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories as appropriate to genre; and follows the structure, free to be creative to suit the purpose (can go beyond the structure to make a unique piece). [W.8.2a, 2f & WHST.6-8.2a, 2f] Considers audience and purpose in structuring an informational speech, including anecdotes to add an element of entertainment or interest. Deliberately attempts to create cohesion with transitions. [W.8.2c & WHST.6-8.2c] 	INFORMATIONAL: <ul style="list-style-type: none"> Employs an engaging lead, a deliberate structure and a conclusion that both enhance and clarify meaning. [W.9-10.2a, 2e & WHST.9-10.2a, 2f] Transitions are varied and create cohesion, allowing the reader to understand the complexity of the ideas expressed. [W & WHST.9-10.2a, 2c, 4] 	INFORMATIONAL: <ul style="list-style-type: none"> Introduces a topic, organizes complex ideas (including headings in longer documents), develops big ideas and concludes with a section that articulates the significance of the topic and implications. [W.11-12.2a, 2f & WHST.11-12.2a, 2e] Skillfully builds on previous levels. [W & WHST.11-12.2a, 2c, 2e, 2f, 4] 	INFORMATIONAL: <ul style="list-style-type: none"> Masterfully builds on previous levels. W & [WHST.11-12.2a, 2c, 2e, 2f, 4]
	NARRATIVE: <ul style="list-style-type: none"> Establishes a problem or situation; develops the 	NARRATIVE: <ul style="list-style-type: none"> Develops a plot line (beginning, conflict, rising 	NARRATIVE: <ul style="list-style-type: none"> Knows genre structure well enough and applies 	NARRATIVE: <ul style="list-style-type: none"> Engages and orients the reader by setting out a 	NARRATIVE: <ul style="list-style-type: none"> Develops characters with realistic qualities 	NARRATIVE: <ul style="list-style-type: none"> The narrative goes beyond the obvious or 	NARRATIVE: <ul style="list-style-type: none"> Skillfully melds one or more genre (e.g. humor,

Structure/ Organization/ Genre (Continued)	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
	<p>characters or narrator with some depth. [W.5.3a]</p> <ul style="list-style-type: none"> Sequence of events seems natural; writer is able to put him/herself into the story to understand how to make the events unfold. [W.5.3a] Builds the action to a climax and then to a resolution or satisfying conclusion. [W.5.3e] 	<ul style="list-style-type: none"> action and climax). [W.6.3a, 3e] Uses smooth transitions between the beginning, middle and end as well as between the paragraphs to convey the sequence or to signal time shifts. [W.6.3c] Develops the theme through the plot. [W.6.3] Is beginning to use literary devices (in addition to dialogue) such as manipulation of time or characters' interior monologue to develop the characters or events. [W.6.3b] 	<p>the structure to allow the plot to unfold logically and naturally (beginning, conflict, rising action, climax and resolution). [W.7.3a, 3e]</p> <ul style="list-style-type: none"> Effectively uses the internal structure of the piece to develop the theme. [W.7.3] Uses literary devices such as dialogue, manipulation of time, or characters' interior monologue to develop the characters or events. [W.7.3b] 	<p>problem, situation or observation; establishes one or multiple point(s) of view; and introduces a narrator and/or characters. [W.8.3a]</p> <ul style="list-style-type: none"> Creates a smooth, natural progression of experiences or events (beginning, conflict, rising action, climax and resolution). [W.8.3a, 3e] Develops a strong, well-defined theme to enable readers to receive the message. [W.8.3] Brings closure that reflects on the experiences or events in the narrative. [W.8.3e] Effectively uses literary devices such as dialogue, manipulation of time, or characters' interior monologue to develop the characters or events. [W.8.3b] 	<p>that encounter and are changed by conflict. W.9-10.3a, 3b</p> <ul style="list-style-type: none"> Creates a smooth progression of experiences or events unfolding naturally with a rise and fall of action building to a climax and resolution. [W.9-10.3, 3c, 3e] Develops a strong, well-defined theme to enable readers to receive the message and fulfill the purpose. [W.9-10.3] 	<p>predictable structure and shows risk-taking in the storyline development. [W.11-12.3a, 3e]</p> <ul style="list-style-type: none"> Uses a variety of techniques to create a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution). [W.11-12.3c] 	<p>drama, suspense, and historical fiction).</p> <ul style="list-style-type: none"> Masterfully builds on previous levels. [W.11-12.2a, 2c, 2e, 4]
	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> See Level F for friendly letter format. The body contains well-organized paragraphs that engage the reader with descriptive details. The beginning contains an engaging lead that sets up what follows; the conclusion wraps things up. [W.5.2a, 2e; W.5.3a, 3e] Employs the development of ideas and previous stage skills with sophistication. [W.5.2] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading (return address and date), inside address, salutation, body (including proper indentations for paragraphs), closing and signature (see level H). In addition to previous levels, has mastered the use of topic sentences and can relate ideas and details to audience. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, inside address, salutation, body, closing and signature (see level H). Deliberately attempts to create cohesion with transitions. [W.8.2c & WHST.6-8.3a] Creates a smooth, natural progression of idea or events. [W.8.3a, 3e] Brings closure that reflects on the experiences or 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading (return address and date), salutation, body (including proper indentations for paragraphs), closing and signature (see level H). In addition to previous levels, uses a variety of paragraph structures (cause/effect, sequence, problem/solution, etc.) to convey information when appropriate. [W.6.2a] <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, inside address, salutation, body, closing and signature (see level H). In body, introduces the argument/claim clearly and organizes the reasons and evidence logically. [W.6.1a & WHST.6-8.1a, 1b] Provides a concluding 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, salutation, body, closing and signature (see level H). In addition to previous levels, has mastered the use of topic sentences and can relate ideas and details to audience. <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, inside address, salutation, body, closing and signature (see level H). Deliberately attempts to create cohesion with transitions. [W.8.2c & WHST.6-8.3a] Creates a smooth, natural progression of idea or events. [W.8.3a, 3e] Brings closure that reflects on the experiences or 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, salutation, body, closing and signature (see level H). In addition to previous levels, introduces a topic clearly, organizes ideas, concepts, and information as appropriate to audience and purpose, and is free to be creative to suit the audience. [W.8.2a, 2f & WHST.6-8.2a, 2f] Considers audience by including anecdotes to add an element of entertainment or interest. Deliberately attempts to create cohesion with transitions. [W.8.2c & WHST.6-8.3a] Creates a smooth, natural progression of idea or events. [W.8.3a, 3e] Brings closure that reflects on the experiences or 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Writes an effective letter (see levels H-K). <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, inside address, salutation, body, closing and signature (see level H). Builds the structure of an argument, clearly expressing the relationships among claims, counterclaims, reasons and evidence. [W & WHST.9-10.1a, 1c] Establishes coherence within and among paragraphs (effective transitions and parallel structures) and concludes with a strong statement in support of the argument. [W & WHST.9-10.1a, 1c, 1e] 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Has perfected writing an effective friendly letter. (see levels H-K). <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, inside address, salutation, body, closing and signature (see level H). Understands the structure of an argument, developing strengths and limitations of both claim(s) and counterclaims [W & WHST.11-12.1a, 1b] Organizes the claims, reasons and evidence logically, and provides a concluding paragraph that flows from the purpose and the argument made. [W & WHST.11-12.1e] 	<p>FRIENDLY LETTER:</p> <ul style="list-style-type: none"> Writes an effective letter, the type that receivers would want to preserve (see levels H-K). <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> Formats letter properly including the heading, inside address, salutation, body, closing and signature (see level H). Writes a sophisticated argument, hooking the audience's attention and developing strengths and limitations of both claim(s) and counterclaims. [W & WHST.11-12.1a, 1b] Organizes the claims, reasons, and evidence logically and provides a concluding paragraph that flows from the argument made. [W & WHST.11-12.1e]

Structure/ Organization/ Genre (Continued)	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
	<p>signature (see level F).</p> <ul style="list-style-type: none"> • In body, introduces topic, states opinion and develops argument clearly with reasons supported by facts and details. [W.5.1a, 1b] • Sums up the argument or opinion with a convincing summary paragraph restating the argument. [W.5.1d] <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). • Introduces the broader context of the topic, develops information in appropriate paragraphs, and finally creates an effective closing (wrap-up, summary, or conclusion). [W.5.2a, 2e] <p>POEM:</p> <ul style="list-style-type: none"> • Writes free verse using powerful adjectives, verbs and nouns that flows from a theme. • Structures stanzas using a similar meter and rhyming pattern in each stanza such as in a rap. • Uses several formula poem structures successfully but these should not stifle creativity. • Chooses an appropriate form of the poem for the subject. 	<p>paragraph that flows from the argument. [W.6.1e & WHST.6-8.1e]</p> <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). Creates an opening that effectively introduces the context of the topic; provides a thought-provoking conclusion or summary. [W.6.2a, 2f & WHST.6-8.2a, 2f] <p>POEM:</p> <ul style="list-style-type: none"> • May incorporate metaphors and/or similes into poems. • Is comfortable with free verse poetry that strongly uses sensory words to elicit emotions as well as to develop the theme. • Is beginning to creatively use a poetry form, meter, and rhythm to enhance the message. 	<p>that flows from the argument made. [W.7.1a, 1e & WHST.6-8.1a, 1e]</p> <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). Organizes ideas, concepts, and information, but is comfortable enough to modify the organization in interesting ways. [W.7.2a, 2e, 2f & WHST.6-8.2a, 2f] <p>POEM:</p> <ul style="list-style-type: none"> • Uses creative and purposeful line and word spacing to enhance the meaning of the poem. • Uses a consistent rhythm in the poem that is consistent with the context and meaning. 	<p>events included. [W.8.3e]</p> <p>PERSUASIVE LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly including the heading, inside address, salutation, body, closing and signature (see level H). • Understands the structure of an argument; effectively introduces the argument/claim, organizes the reasons and evidence logically, and provides a concluding paragraph that flows from the argument made. [W.8.1a, 1e & WHST.6-8.1a, 1e] • Considers audience and purpose in developing focused claim, sound reasoning and an element of passion. [SL.8.4] <p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). Writes a cohesive letter, clearly stating purpose, organizing ideas and information. <p>POEM:</p> <ul style="list-style-type: none"> • Is comfortable writing in a variety of forms (free verse, ballad, sonnet and ode). • Selects pattern or form to match meaning and own voice. • Uses line and word spacing creatively and purposefully to enhance the meaning of the poem. 	<p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). • Employs a purposeful and engaging lead, a deliberate structure and a conclusion that both enhance and clarify meaning. [W.9-10.2a, 2e & WHST.9-10.2a, 2f] • References any previous correspondence on topic and intended outcome. <p>POEM:</p> <ul style="list-style-type: none"> • Displays versatility in form, meter, and style. • Creatively uses the shape upon the page to emphasize words, meaning and voice. 	<p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). Introduces the purpose and topic, organizes complex ideas and concludes with a paragraph that articulates the significance of the topic and implications. [W.11-12.2a, 2f & WHST.11-12.2a, 2e] • Write precisely and directly addresses main points. <p>POEM:</p> <ul style="list-style-type: none"> • The structure of how the thoughts are presented on paper supports the message and creates form and flow to the poem. • The rhyming pattern is fitting and the rhyme and meter creates a pleasing effect. 	<p>BUSINESS LETTER:</p> <ul style="list-style-type: none"> • Formats letter properly (see Persuasive Letter). Masterfully builds on previous levels. [W & WHST.11-12.2a, 2c, 2e, 2f, 4] <p>POEM:</p> <ul style="list-style-type: none"> • Uses the style (free verse, haiku, rhyme, ode, ballad, etc.) to create an overall impact that etches the poem into the reader's memory. • Uses assonance and alliteration to create a mood that stirs the reader. • Structures the rhyme and/or rhythm to create beauty visually in the mind's eye, musically to the ear and emotionally to the heart. • Uses the line endings and line breaks as visual aids to successfully create emphasis and carry the reader to the significance of the

Structure/ Organization/ Genre (Continued)	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
	RESPONSE: <ul style="list-style-type: none"> Writes comparisons of characters, settings, events or stories in the same genre; or writes comparisons of information from different genres and multiple accounts of the same event, referring to specifics from the text. [RL.5.3, 9 & RI.5.3, 5, 6] Writes explanations of explicit points from the text supporting with reasons and evidence. [RI.5.1, 8] Writes summaries or descriptions of main ideas, events or concepts. [RL.5.6 & RI.5.2] 	RESPONSE: <ul style="list-style-type: none"> Writes an analysis of how an event, idea or character is key to the entire text. [RL.6.5 & RI.6.3, 5; WHST.6-8.4] Writes a factual summary of the text void of personal opinions and feelings. [RI.6.2; RH & RST.6-8.2; WHST.6-8.4] Writes a comparison of two authors' or two sources' accounts of the same person, topic or event; compares information from an experiment with information in a text. [RI.6.9; RH & RST.6-8.9; WHST.6-8.4] 	[RESPONSE: <ul style="list-style-type: none"> Writes an analysis of events, ideas, characters or genre structure to explain their relationship to each other and to the overall point of the text. [RL & RI.7.3, 5; RST.6-8.5, 6; WHST.6-8.4] Writes a factual summary of the text void of minor details and personal opinions/feelings. [RI.7.2; RH & RST.6-8.2; WHST.6-8.4] Writes a compare or contrast response of two or more authors' or sources' accounts of the same person, topic or event, mostly keeping the comparisons or contrasts in a parallel arrangement. [RL.7.6, 7, 9 & RI.7.7, 9; RH & RST.6-8.9; WHST.6-8.4] 	RESPONSE: <ul style="list-style-type: none"> Writes an analysis of events, ideas, characters, genre structure or choice of medium (print or multimedia) to explain their contributions to the overall point of the text. [RL.8.3, 5 & RI.8.3, 7; RST.6-8.5, 6; WHST.6-8.4] Writes an analysis of the structure of a paragraph (problem/solution, cause/effect, main idea/supporting details, etc.) and how the structure develops the concept. [RI.8.5 & RH.6-8.5; WHST.6-8.4] Writes a factual summary of the text void of minor details, personal opinions/feelings and prior knowledge. [RL & RI.8.2; RH & RST.6-8.2; WHST.6-8.4] Writes comparisons of two or more authors', sources' or mediums' accounts of the same person, topic, story or event, evaluating the choices made. [RL.8.7, 9; RI.8.9; RH & RST.6-8.9; WHST.6-8.4] Writes an evaluation of the quality of the reasoning and evidence of an argument and its claims. [RI.8.8; RH & RST.6-8.8] 	RESPONSE: <ul style="list-style-type: none"> Writes an analysis of events, ideas, characters or genre structure to explain their contributions to the development (theme, plot, effects, etc.) of the text. [RL.9-10.3, 5 & RI.9-10.3; RH.9-10.3, 5; WHST.9-10.4] Writes a factual summary of the text when appropriate. [RL & RI.9-10.2; RH & RST.9-10.2] Writes an analysis of two or more documents' or mediums' accounts of a story or topic, explaining why the various accounts emphasize different details. [RL & RI.9-10.7, 9; RH & RST.9-10.9; WHST.9-10.4] Writes a response evaluating the validity and quality of the reasoning and evidence of an argument and its claims. [RI.9-10.8; RH & RST.9-10.8] 	RESPONSE: <ul style="list-style-type: none"> Skillfully builds on previous levels. 	<p>meaning.</p> <ul style="list-style-type: none"> Masterfully uses poetic devices. <p>RESPONSE:</p> <ul style="list-style-type: none"> Analyzes prose and poetry and writes a well-supported thesis in an analysis, synthesis or argument with a bold introduction and strong use of language. In a literary response, alludes to other characters, authors or texts. Paraphrases effectively, using quotation marks and citations for borrowed consecutive words or phrases, and summarizes without plagiarism.
Structure/ Organization/ Genre (Continued)	VISUAL TEXT: <ul style="list-style-type: none"> Creates presentations, keeping the multiple pictures or slides to a concise length, with a storyline (fiction or nonfiction) including a clear and coherent beginning, middle and end. [W.5.4] Adapts speech in audio scripts to meet the purpose and situation. [SL.5.6] 	VISUAL TEXT: <ul style="list-style-type: none"> Effectively plans and includes multimedia components and visuals to clearly introduce a topic, present organized ideas to achieve the purpose and to draw a conclusion. [SL.6.5; WHST.6-9.4] Adapts speech in audio scripts to meet the purpose and situation demonstrating a command of formal English when appropriate. [SL.6.6] 	VISUAL TEXT: <ul style="list-style-type: none"> Rehearses delivery of content to synchronize audio and video or graphics. Sounds comfortable with narration with clear and appropriate pacing. Uses graphics to contribute to a creative and effective presentation, building the purpose and conclusion. 	VISUAL TEXT: <ul style="list-style-type: none"> Gives a rehearsed, smooth delivery of content. Keeps the audience listening with clear enunciation, artistic expression and rhythm of presentation. Hooks the viewers, builds the purpose and concludes in a succinct manner. 	VISUAL TEXT: <ul style="list-style-type: none"> For video, PowerPoints, digital storytelling, or other visual texts, completes storyboard planning in detail including statement of purpose, script, and A and B roll suggestions for video. Creates smooth transitions, spaced correctly without dead space. 	VISUAL TEXT: <ul style="list-style-type: none"> Completes evidence of detailed planning throughout storyboard, including purpose, sequencing, timing/pacing, script, sketches or A and B roll. Creates effective smooth transitions, spaced correctly. Pacing engages the audience in storyline. 	VISUAL TEXT: <ul style="list-style-type: none"> Masterfully plans storyboard, including purpose, sequencing, timing/pacing, script, sketches or A and B roll. Creates effective smooth transitions, spaced to impact storyline. Pacing engages the audience in storyline. Matches the soundtrack to the storyline well.

	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
Structure/ Organization/ Genre (Continued)	<ul style="list-style-type: none"> Plans and creates videos containing an engaging lead that sets up what follows; the conclusion wraps things up. [W.5.2a, 2b, 2e] In graphics, applies a balanced visual structure and uses contrast or harmony to add emphasis to the ideas. 	<ul style="list-style-type: none"> Effectively plans and creates engaging multi-media presentations organized with appropriate transitions among ideas. [W.6.2c; WHST.6-8.2c] Uses graphics effectively, properly citing all visuals. 				<ul style="list-style-type: none"> Matches the soundtrack to the story line well. Uses angles, framing and lighting to add to the impact of the presentation. Structures the slides and scripts of a Pecha Kucha to make a convincing argument with appropriate pacing and graphics to keep audience engaged. [SL.11-12.4, 5, 6; WHST.11-12.2a, 2.b, 2.e] 	<ul style="list-style-type: none"> Uses music that stirs the emotions in sync with the storyline. Masterfully uses angles, framing and lighting to add to the impact of the presentation. Structures the slides and scripts of a Pecha Kucha to make a convincing argument with appropriate pacing and graphics to keep audience highly engaged.
Voice/Point of View VOICE is the storyteller coming through with a unique blend of description, character and style. Voice is the life and soul in the writing. Voice changes with the POINT OF VIEW and intended AUDIENCE.	<ul style="list-style-type: none"> Writer's voice is a recognizable element, revealing the writer's personality and mood. [W.5.4, 5] Uses dialogue and inner dialogue in narratives to add voice to individual characters. [W.5.3, 3b] Is beginning to write informational and opinion/argumentative pieces using a formal style. [W.5.1, 2] 	(In addition to Level H expectations) <ul style="list-style-type: none"> Writing reveals the person behind the writing with voice and a developing style. [W.6.4, 5] Uses dialogue and inner dialogue in narratives to develop characters and/or events. [W.6.3b] Establishes and maintains a formal writing style in argumentative and informational pieces. [W.6.1d, 2e & L.6.3b] 	(In addition to Level I expectations) <ul style="list-style-type: none"> Writes with personality that comes through the words with style and a sense that a real person is speaking. [W.7.4, 5] Effectively develops the characterization in dialogue with voices that are plausible and natural. [W.7.3b] Maintains a formal style in argumentative and informational pieces without losing the author's voice. [W.7.1d, 2e] 	(In addition to Level J expectations) <ul style="list-style-type: none"> Writes with consistent feelings, authenticity, and originality to allow the personality and uniqueness of the writer to come through. [W.8.4, 5] Establishes an appropriate tone and style for audience and purpose. [W.8.1d, 2e & WHST.6-8.1d, 2e] 	(In addition to Level K expectations) <ul style="list-style-type: none"> Uses active voice with energy and directness, allowing the heart and soul of the author to come through. [W.9-10.4, 5] Maintains an appropriate tone, mood, and style to suit the audience and purpose. [W.9-10.1d, 2e, 3 & WHST.9-10.1d, 2e] 	(In addition to Level L expectations) <ul style="list-style-type: none"> Authenticity of writer's voice allows the reader to recognize the author. [W.11-12.4, 5] Writes with an authoritative consistent voice, formal style and objective tone in argumentative and informational pieces. [W & WHST.11-12.1d, 2e] Successfully reveals the narrator's point of view. 	(In addition to Level M expectations) <ul style="list-style-type: none"> Recognizes and revises for word choice and sentence structure's contribution to the tone of a piece. Effectively varies style and tone for different audiences and purposes, but maintains a consistent tone throughout a piece. Effectively uses imagery and idioms (when appropriate) to create style. Understands how to use juxtaposition, antithesis and parallelism to ignite the readers' interest.
Word Choice/ Description WORD CHOICE involves using everyday words effectively, choosing precisely the words, including figurative language, to convey the exact shade of meaning. DESCRIPTION is developed with imagery and sensory details that "show" rather than "tell."	<ul style="list-style-type: none"> Uses descriptive language, including exact words for purpose, strong adjectives and verbs, metaphors, similes, concrete words/phrases and sensory details. [W.5.3d] Uses both academic and domain-specific and increasingly precise vocabulary. [W.5.2d; RI.5.4 & L.5.6] Is beginning to use literary devices such as repetition, 	<ul style="list-style-type: none"> Chooses specific transitional words, phrases and clauses for clarity and cohesion and to indicate time shifts. [W.6.1c, 2c, 3c & WHST.6-8.1c, 2c] Uses rich, colorful, precise and sensory language that communicates the writer's message clearly. [W.6.3d] Uses precise and domain-specific vocabulary. [W.6.2d, WHST.6-8.2d] 	<ul style="list-style-type: none"> Skillfully uses transitional words, phrases and clauses to indicate shifts from one time frame or setting to another to create cohesion and clarity of ideas. [W.7.1c, 2c, 3c] Distinguishes shades of meaning in word choice; uses rich, colorful, precise and sensory language (without overuse). [W.7.3d] Skillfully uses precise and domain-specific 	<ul style="list-style-type: none"> Chooses transitional words, phrases and clauses to create a cohesive text that clarifies relationships to the theme and among ideas. [W.8.1c, 2c, 3c & WHST.6-8.1c, 2c] Comfortably and appropriately uses a variety of literary techniques; is beginning to use analogies and anecdotes. [W.8.3d] Shows control over the use of precise and domain-specific 	<ul style="list-style-type: none"> Appropriately uses rich description, figurative language and other literary techniques (e.g., analogies and anecdotes) to paint a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.2d, 3d & WHST.9-10.2d] Shows control over the use of general academic and domain-specific vocabulary; embeds 	<ul style="list-style-type: none"> Skillfully uses figurative language, literary techniques and academic and domain-specific vocabulary to aid the reader in comprehending complex ideas. [W.11-12.2d, 3d & WHST.11-12.2d; L.11-12.6] 	<ul style="list-style-type: none"> Masterfully uses diction to enhance the meaning without over-burdening the reader; keeps the language flowing naturally. Demonstrates accuracy with denotative and connotative meanings.

	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
Word Choice/ Description (Continued)	alliteration and onomatopoeia for effects in narrative and poetry. [W.5.3d; RL.5.4] <ul style="list-style-type: none"> Invents nonsense words and experiments with unexpected word combinations. 		vocabulary to explain information effectively. [W.7.2d & WHST.6-8.2d]	vocabulary; is beginning to embed context clues (e.g., definition, example, synonym, antonym) to define the terms to the reader. [W.8.2d & WHST.6-8.2d]	context clues (e.g., definition, example, synonym, antonym) to define terms to the reader. [W & WHST.9-10.2d; L.9-10.6]		
Sentence Fluency/ Sentence Structure FLUENCY is the flow and rhythm of the sentences and paragraphs. SENTENCES vary in length and structure to best carry the message and enable the reader to read with ease.	<ul style="list-style-type: none"> Skillfully builds on previous levels. [L.5.1] Maintains consistency of tense. [L.5.1d] Uses appropriate transitional/linking words, phrases and clauses (<i>consequently, specifically, in contrast, etc.</i>). [W.5.1c, 2c, 3c] 	<ul style="list-style-type: none"> Skillfully builds on previous levels. [W.6.1c, 2c, 3c] Uses well-crafted sentences that vary in length, structure and style, allowing the reader to move easily through the piece. [L.6.3a, 3b] Shifts registers from personal dialect to Standard English and vice versa according to style, tone and purpose of writing. [L.6.1e] 	<ul style="list-style-type: none"> Skillfully builds on previous levels. [L.7.3a, 3b] Writes concisely, using sentence combining to eliminate wordiness & redundancy. [W.7.4 & WHST.6-8.4; L.7.3a] Correctly places phrases and clauses within a sentence, choosing simple, compound, complex, and compound/complex sentences to clearly express ideas. [L.7.1a, 1b, 1c] 	<ul style="list-style-type: none"> Demonstrates command of sentence combining, sentence structures, and crafting of sentences/ paragraphs to create interest with clear, concise and coherent writing. [W.8.4 & WHST.6-8.4; L.8.1] Writes in active voice; recognizes the difference between active and passive voice. [L.8.1b] Uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to achieve particular effects. [L.8.1c] 	<ul style="list-style-type: none"> Demonstrates command of crafting of sentences and paragraphs to create interest with clear, concise and coherent writing appropriate to purpose and audience. [W & WHST.9-10.4] Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. [L.9-10.1] Uses varied transitions between sections and paragraphs that create a cohesive text and clarify relationships among complex ideas and concepts. [W.9-10.1c, 2c, 3c & WHST.9-10.1c, 2c] 	<ul style="list-style-type: none"> Skillfully builds on previous levels. [W & WHST.11-12.1c, 2c, 4] Sentences have movement and rhythm; employs a variation of sentences (e.g., concept-short sentences), phrases and clauses (gerund, participial, infinitive; subordinate clauses, appositives) and parallelism to create an artful style (see Virginia Tufte's <i>Artful Sentences: Syntax as Style</i>). [L.11-12.1, 3a] Creates cohesion by using repeated key words, synonyms, pronouns and transitional expressions to assist the reader with making connections between and among sentences. [W.11-12.4] Creates coherence by explicitly or implicitly linking paragraphs with some reference to the preceding paragraphs by repeating key words, using synonyms, using effective transitions, creating parallel structures, and giving the reader the known before introducing the unknown. [W.11-12.4] 	<ul style="list-style-type: none"> Skillfully builds on previous levels. [W & WHST.11-12.1c, 2c, 3a, 4] Writing displays fluidity and clarity of expression. Sentences have movement and rhythm and employ a variation of sentences (staccato to telegraphic, parallel structures and loose or front-loaded and periodic or end-loaded) to create an artful style. [L.11-12.1, 3a] Creates cohesion and coherence where one idea rises out of a previous idea that carries the reader through the piece with interest and understanding.

	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
Language Conventions Mechanics, spelling, grammar and usage are attended to in the editing process if not before. Spelling at these levels is beyond the developmental stages, but may have patterns that indicate the strategies that are or are not being used. Students are expected to apply only the skills they have been taught. The “copy editor” may need to finish editing for publication.	<p>SPELLING</p> <ul style="list-style-type: none"> Consistently uses correct spelling by applying visual, meaning and sound to orthographic patterns. Consistently uses correct spelling by applying visual, meaning and sound to orthographic patterns. [L.5.2] <p>MECHANICS & USAGE:</p> <ul style="list-style-type: none"> Consistently uses grammar, usage, paragraphing, capitalization and punctuation, consulting references as needed. [L.5.1, 2, 3] Correctly uses objective, nominative case and indefinite pronouns. ^{L.5.1} Maintains consistency of verb tense. [L.5.1d] Correctly uses commas to separate items in a series (and knows when to use a semi-colon); to separate an introductory word, phrase or clause; to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you.</i>); to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>); and to indicate direct address. [L.5.2a, 2b] Uses underlining or italics to indicate books or magazines; quotation marks for poems, essays, short stories and articles; and capitalization for special features. [L.5.2d] Correctly punctuates dialogue, including interrupted speech and paragraphing for speaker changes. [W.5.3b] 	<p>SPELLING:</p> <p>(In addition to Level H expectations)</p> <ul style="list-style-type: none"> Consistently uses correct spelling, grammar and usage, paragraphing and punctuation, consulting references as needed. [L.6. 2] <p>MECHANICS & USAGE:</p> <ul style="list-style-type: none"> Consistently uses correct grammar, usage, paragraphing and punctuation, consulting references as needed. Attempts to manipulate conventions for stylistic effect. [L.6.2] 	<p>SPELLING:</p> <p>(In addition to Level I expectations)</p> <ul style="list-style-type: none"> Consistently uses knowledge of conventional spelling when writing. [L.7.2] <p>MECHANICS & USAGE:</p> <ul style="list-style-type: none"> Consistently uses knowledge of language and its conventions including grammar and spelling when writing. [L.7.1, 2, 3] Recognizes and revises misplaced and dangling modifiers. [L.7.1c] Recognizes coordinate adjectives and separates them with a comma. [L.7.2a] 	<p>SPELLING:</p> <p>(In addition to Level J expectations)</p> <ul style="list-style-type: none"> Consistently uses knowledge of conventional spelling when writing. [L.8.2] <p>MECHANICS & USAGE:</p> <ul style="list-style-type: none"> Consistently uses knowledge of language and its conventions including grammar and spelling when writing. [L.8.1, 2, 3] Edits to change verbs from passive to active voice. [L8.1b] Uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to achieve particular effects. [L8.1c] 	<p>SPELLING:</p> <p>(In addition to Level K expectations)</p> <ul style="list-style-type: none"> Consistently uses knowledge of conventional spelling when writing. [L.9-10.2] <p>MECHANICS & USAGE:</p> <ul style="list-style-type: none"> Consistently uses knowledge of language and its conventions including grammar and spelling when writing. [L.9-10.1, 2, 3] Edits for parallel structure at the word, phrase, or clause level to show that two or more ideas have the same level of importance. [9-10.1.a] Uses a semi-colon in a sentence with two or more closely related independent clauses. [L.9-10.2a] Uses a style manual appropriate to discipline and writes and edits work so that it conforms to the guidelines. [L.9-10.3a] 	<p>SPELLING:</p> <p>(In addition to Level L expectations)</p> <ul style="list-style-type: none"> Consistently uses knowledge of spelling when writing. [L.11-12.2] <p>MECHANICS & USAGE:</p> <ul style="list-style-type: none"> Consistently uses knowledge of language and its conventions including grammar and mechanics when writing. [L.11-12.1, 2, 3] Recognizes and edits for all of the uses of hyphens, especially in compound adjectives and compound numbers. [L11-12.2a] Knows that usage is a matter of convention, adjusts writing to different style manuals and occasionally changes a convention in own writing for effect. [L.11-12.1] 	<p>SPELLING:</p> <p>(In addition to Level M expectations)</p> <ul style="list-style-type: none"> Consistently uses knowledge of conventional spelling when writing. [L.11-12.2] <p>MECHANICS & USAGE:</p> <ul style="list-style-type: none"> Consistently uses knowledge of language and its conventions including grammar and mechanics when writing. [L.11-12.1, 2, 3]

	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
Writing Process Includes planning/pre-writing, drafting, revising, and editing. Note that not all writing will go through the entire process so this must be assessed accordingly; revision is the critical opportunity for ideas, structure, voice & word choice to develop.	<ul style="list-style-type: none"> Effectively plans writing using expanded outlines, graphic organizers or thinking maps with multiple levels of details. [W.5.1, 2, 3, 4, 5] Revises to expand, combine and reduce sentences to create a variety of structures including compound and complex sentences. [W.5.5 & L.5.3a] Through conferencing with adults and peers, revises repeatedly to shape content, focus, voice, word choice, sentence structure, and organization to create a clear, coherent piece of writing that considers the purpose and audience. [W.5.4, 5] Accurately edits own work for grammar, mechanics and spelling. [W.5.5 & L.5.1, 2] 	<ul style="list-style-type: none"> Uses a range of pre-writing techniques including directed questioning, free writing, brainstorming, outlining, graphic organizers, and discussion. [W.6.5 & WHST.6-8.5] Revises to vary sentence patterns for meaning, style and reader interest by expanding, combining, and restructuring. [W.6.5 & WHST.6-8.5; L.6.3a] Through conferencing, revises to create an engaging, coherent and concise piece of writing with consistent voice and style. [W.6.4, 5 & WHST.6-8.4, 5; L.6.3b] Accurately edits own work and peers' work for grammar, mechanics, spelling and paragraphing. [W.6.5 & WHST.6-8.5; L.6.1, 2] Applies the writing process when writing short pieces or paragraphs, even when writing something in one sitting. 	<ul style="list-style-type: none"> Uses a range of pre-writing techniques. [W.7.5 & WHST.6-8.5] Revises to strengthen writing as needed to address audience and purpose, expressing ideas concisely and eliminating wordiness. [W.7.4, 5 & WHST.6-8.5; L.7.3a] Thoughtfully engages in peer and teacher conferencing. [W.7.5 & WHST.6-8.5] Consistently applies the writing process when writing short pieces or paragraphs, even when writing something in one sitting. 	<ul style="list-style-type: none"> Skillfully builds on previous levels. [W.8.5 & WHST.6-8.5] Develops and strengthens writing as needed through the process of thinking, talking, planning, drafting, reviewing, discussing, redrafting, editing and polishing to address audience and purpose. [W.8.5 & WHST.6-8.5] Skillfully uses conferencing to revise writing from passive to active voice. [W.8.5 & WHST.6-8.5; L.8.1b, 3a] Effectively applies the writing process when writing short pieces or paragraphs, even when writing in one sitting. 	<ul style="list-style-type: none"> Skillfully builds on previous levels. [W & WHST.9-10.5] Develops and strengthens writing as needed to address audience and purpose. [W & WHST.9-10.5] Edits for parallel structure at the word, phrase, or clause level to show that two or more ideas have the same level of importance. [L.9-10.1a] 	<ul style="list-style-type: none"> Skillfully builds on previous levels. [W & WHST.11-12.5] Develops and strengthens writing as needed to address audience and purpose. [W & WHST.11-12.5] Recognizes and edits for all of the uses of hyphens, especially in compound adjectives and compound numbers. [L.11-12.2a] 	<ul style="list-style-type: none"> Masterfully builds on previous levels. [W & WHST.11-12.5] Applies the writing process skillfully including prewriting techniques, having developed into a mature, honest, logical, and practiced writer. Revises writing for conciseness, asking, "Do all of the words in my sentence serve a purpose?" Effectively uses a critique group to discuss and revise writing. Recognizes faulty or illogical comparisons and edits for them. Edits for repetition of words, confusing words and vagueness. Recognizes and edits mixed sentence structure errors. Recognizes and uses all common editing symbols.
Presentation/ "Publishing" Presents textual and visual elements of a message in print or digital formats. Handwriting, drawing and effective use of technology are important, as are creating appropriate graphics and using design elements: line, balance, color, direction, shape, unity and contrast.	<ul style="list-style-type: none"> Attends to audience by effectively using headings, boldfaced type, charts, tables, illustrations, captions, graphics, typography, layout, and multimedia to enhance readers' comprehension. [W.5.2a] Uses technology (such as videoconferencing, digital storytelling, and collaboration tools) with some guidance from adults to produce, interact, collaborate and publish. [W.5.6 & SL.5.5] Uses keyboarding skills to type, revise and edit a minimum of two pages in a setting. [W.5.6] 	<ul style="list-style-type: none"> Creatively uses headings, graphics, design and layout appropriate for the audience and purpose. [W.6.2] Uses technology (including a range of Internet tools) with little teacher support to produce, interact, collaborate and publish through text and media (e.g., drawings, tables, charts, diagrams, flowcharts, graphs, photographs, videos, or maps). [W.6.6 & WHST.6-8.6; RH & RST.6-8.7; SL.6.5] Uses sufficient keyboarding skills to type, revise and edit a minimum of three pages in a setting. [W.6.6] 	<ul style="list-style-type: none"> Uses a repertoire of technology (tools for organizing, graphing, surveying, polling and creating music) to produce, interact, collaborate and publish with others through text and media. [W.7.6 & WHST.6-8.6; RH & RST.6-8.7; SL.7.5] Creatively designs digital documents with care and attention to detail. Cites sources using a prescribed style manual. [WHST.6-8.8] 	<ul style="list-style-type: none"> Aptly selects and employs technology to produce, interact, collaborate and publish with others through text and media using a range of available tools. [W.8.6 & WHST.6-8.6; RH & RST.6-8.7; SL.8.1, 4, 5] Enhances meaning with the layout, use of color, font selection, text and graphics. [W.8.6] Cites sources and formats text and graphics using a prescribed style manual. [WHST.6-8.8] 	<ul style="list-style-type: none"> Efficiently employs technology to produce, interact, collaborate and publish with others through text and media using a range of available tools. [W & WHST.9-10.6; RH & RST.9-10.7; SL.9-10.1, 4, 5] The resulting published document or media has a logical flow, high quality finish and follows a prescribed style manual. [W.9-10.6 & WHST.9-10.8] 	<ul style="list-style-type: none"> Consistently and efficiently uses design features and available technology to create an engaging experience, integrating video, music and other graphics. [W & WHST.11-12.6; SL.11-12.1, 2, 3, 4, 5] The layout shape and form, use of color, font selection and imagery enhance readability and suitability for the purpose and audience and create harmony and balance. [W.11-12.6] Effectively creates documents using any given style manual as prescribed by the discipline. [W.11-12.6 & WHST.11-12.8] 	<ul style="list-style-type: none"> Masterfully builds on previous levels. [W & WHST.11-12.6] Creates highly engaging graphics and visual effects or incorporates graphics, visuals and audio from other sources, using proper citations.

Research and Writing to Learn/ Audience of Self

Includes notebooks and logs, reflections and responses to questions. Students make comparisons, critical analyses, and evaluation of literary texts, documents, primary source materials and arguments that lead to short and lengthier research reports.

H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
<ul style="list-style-type: none"> Conducts research projects using multiple sources to select and produce a variety of written products. [W.5.4, 7, 8 & SL.5.1, 2, 3, 4] Conducts research to address multiple questions or to investigate brief topics or subtopics. [W.5.4, 7, 8; SL.5.1, 2, 3, 4] Uses credible and relevant sources to support claims in arguments and central ideas. Correctly cites several references in text and in a bibliography. [W.5.1b, 2b, 7, 8] Summarizes or paraphrases information in notes and finished work; uses standard abbreviations. [W.5.8] Records notes from sources or experiences; notebooks, learning logs and notes may include questions, main ideas, predictions, procedures, data (tables or graphs), diagrams, graphic organizers, and conclusions. [W.5.7, 8] Writes comparisons of story elements using specific details from the text. [W.5.9a] Analyzes argumentative and informational texts to identify author's key points and supporting evidence. [W.5.9b] 	<ul style="list-style-type: none"> In research projects, effectively searches multiple sources for evidence to support analysis, reflection, and research, using search terms effectively; assesses the credibility and accuracy of each source and discusses findings and ideas with peers. [W.6.7, 8, 9, WHST.6-8.7, 8, 9; SL.6.1a, 1b, 1c, 1d, 2, 3] Writes researchable questions. [W.6.7 & WHST.6-8.7] Records the most critical ideas from sources, paraphrases the data and conclusions from sources, and follows a standard style manual for citation. [W.6.8 & WHST.6-8.8] Effectively organizes notes and learning notebooks, including a table of contents and other pertinent information. [W.6.7, 8, 9] Writes comparisons of genre, noting similar themes and ideas. W.6.9a] Analyzes arguments for claims, reasons and evidence. [W.6.9b] 	<ul style="list-style-type: none"> Conducts short research projects, effectively searching, identifying relevancy, assessing credibility and accuracy of 4 or more sources. [W.7.7] In research projects, uses multiple sources to effectively analyze, summarize, synthesize and reflect; is an effective group member when conducting collaborative research. [W.7.7, 8, 9 & WHST.6-8.7, 8, 9; SL.7.1a, 1b, 1c, 1d, 2, 3] Writes effective research questions. [W.7.7, 8 & WHST.6-8.7, 8] Uses effective search techniques (search terms, choice of databases, searching databases, choice of articles and books). [W.7.7, 8 & WHST.6-8.7, 8] Uses highlighting judiciously; writes notes including succinct key facts to answer all research questions, synthesizing information. [W.7.7, 8 & WHST.6-8.7, 8] Uses notes, learning logs and notebooks to demonstrate deep learning. [W.7.7, 8 & WHST.6-8.7, 8] Compares historical fiction to primary source documents and other factual accounts to identify author's use of fact and fiction. [W.7.9a] Analyzes arguments for relevancy and adequacy of claims, reasons and evidence. [W.7.9b] 	<ul style="list-style-type: none"> In research (brief or longer projects), chooses effective sources from primary sources, interviews, books, journals and the Internet, and analyzes the interrelationships of the concepts or perspectives; is an effective group member when conducting collaborative research. [W.8.7, 8, WHST.6-8.7, 8; SL.8.1a, 1b, 1c, 1d, 2, 3] Writes problem statements and effective research questions that address the problem. [W.8.7, 8 & WHST.6-8.7, 8] Organizes note taking and citations with use of an electronic citation tool such as RefWorks, EndNote, or Zotero. [W.8.7, 8 & WHST.6-8.7, 8] Takes notes from lectures, resources and experiments using standard shortcut symbols and abbreviations, capturing main ideas and supporting details. [W.8.7, 8 & WHST.6-8.7, 8] Analyzes modern fiction for story elements drawn from earlier literary works. [W.8.9a] Analyzes arguments for relevant and irrelevant evidence. [W.8.9b] 	<ul style="list-style-type: none"> Conducts short and more involved research projects including carrying out and documenting scientific research, narrowing or broadening the inquiry when appropriate to address self-generated questions or problem; is an effective group member when conducting collaborative research. [W & WHST.9-10.7; SL.9-10.1a, 1b, 1c, 1d, 2, 3] Synthesizes multiple sources on the subject, demonstrating understanding of the topic. [W & WHST.9-10.7] Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; evaluates the credibility and usefulness of each source for answering the research question; and, avoiding plagiarism, summarizes, explains, synthesizes and makes connections across the sources. [W & WHST.9-10.7, 8] Analyzes mentor texts and transforms ideas into own writing. [W.9-10.9a] 	<ul style="list-style-type: none"> Conducts short and more involved research projects including carrying out and documenting scientific research, narrowing or broadening the inquiry when appropriate to address self-generated questions or problem; is an effective group member when conducting collaborative research. [W & WHST.11-12.7; SL.11-12.1a, 1b, 1c, 1d, 2, 3] Identifies key ideas in relevant sources and ascertains significant personalities, differing perspectives, and problems related to the topic; summarizes, explains and synthesizes what is known in own words, avoiding plagiarism. [W & WHST.11-12.7, 8] Routinely uses note taking, logs or notebooks as tools for retaining and organizing information, reflecting, and making connections. [W & WHST.11-12.9] 	<ul style="list-style-type: none"> Engages in scientific and historical questioning to extend critical thinking and to guide investigations and research. Analyzes data to recognize patterns and relationships, evaluate the evidence, justify claims and deduct explanations based on the evidence. Synthesizes big ideas, theories and conceptual understandings. Creates annotated bibliographies during note taking, documenting quotes, examples and evidence to support an argument; evaluates the credibility and relativity of each source. Formats bibliographies and citations using APA or MLA.

Attitude/Range of Writing	Range of Writing						
	H (5-6)	I (6-7)	J (7-8)	K (8-9)	L (9-10)	M (10-12)	N (13)
<p>Attitude/Range of Writing</p> <p>ATTITUDE and interest in writing impacts quality and effectiveness of writing. RANGE OF WRITING involves writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Writes willingly for communicating, learning, personal enjoyment, and to get things done. [W.5.7, 8, 9a, 9b] Reads like a writer, willingly bringing new ideas into own writing. [W.5.5] When appropriate, writes 4 or more drafts of important pieces and may sustain work on one piece for up to a month, but not all pieces will routinely extend for this amount of time. [W.5.5, 10] Writes and revises two or more paragraphs with ease in shorter time frames (a single sitting, possibly timed, or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [W.5.10] 	<ul style="list-style-type: none"> Views self as an effective writer and desires to polish the craft. [W.6.4, 5] When appropriate, writes 5 or more drafts on important pieces and may sustain work on one piece for a month or more, but not all pieces will routinely extend for this amount of time. [W.6.5, 10 & WHST.6-8.5, 10] 	<ul style="list-style-type: none"> Writes routinely to improve the craft. Critically critiques own writing. [W.7.4, 5] Writes as many drafts as needed for some important pieces but also is able to write, revise and edit quality work in shorter time frames (one or two sittings), addressing a range of discipline-specific tasks, purposes, and audiences. [W.7.5, 10 & WHST.6-8.5, 10] 	<ul style="list-style-type: none"> Writes routinely to polish the craft. Critically critiques own writing and writing of peers. [W.8.4, 5] Continues to write multiple drafts, but now revision has become routine and needs little prompting to continue to shape a piece. [W.8.5, 10 & WHST.6-8.5, 10] Effectively thinks through discipline-specific tasks, purpose(s) and audience to create a relevant piece of writing in one or two sittings. [W.8.5, 10 & WHST.6-8.5, 10] 	<ul style="list-style-type: none"> Seeks out authors to emulate. [W.9-10.4, 5] Continues to write multiple drafts routinely to shape a piece. [W & WHST.9-10.5, 10] Effectively thinks through discipline-specific tasks, purpose(s) and audience to independently create a powerful piece of writing in one or two sittings. [W & WHST.9-10.5, 10] 	<ul style="list-style-type: none"> Confidently writes with authority, style and craft. [W.11-12.4, 5] Writes as many drafts as necessary to achieve the purpose of the writing. [W & WHST.11-12.5, 10] Writes with discipline, taking the necessary time to critically think and analyze ideas before, during and after writing. [W & WHST.11-12.5, 10] 	<ul style="list-style-type: none"> Masterfully writes with authority, style, powerful use of language, and a sophisticated craft. Delights in ideas, savors the diction and craft, and claims the writing as part of self. Writes on demand, often with a specified time limit or over time with a clear sense of purpose (without a formula) and fashions texts with awareness of key rhetorical elements in a variety of settings for a variety of audiences.