

Report Card: Text Types and Purposes

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

NARRATIVE WRITING - SEMESTER 1 and 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
STRUCTURE				
Overall	The writer told, drew, and wrote a whole story.	The writer wrote about when he did something.	The writer wrote about one time when she did something.	The writer told the story bit by bit.
Lead	The writer had a page that showed what happened first.	The writer tried to make a beginning for her story.	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.
Transitions	The writer put her pages in order.	The writer put his pages in order. He used words such as and or then, so.	The writer told her story in order by using words such as when, then, and after.	The writer told his story in order by using phrases such as a little later or after that.
Ending	The writer had a page that showed what happened last in his story.	The writer found a way to end her story.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending, and worked to write it well.
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	The writer wrote his story across three or more pages.	The writer wrote a lot of lines on a page and wrote across a lot of pages.	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.
DEVELOPMENT				
Elaboration*	The writer's story indicated who was there, what they did, and how the characters felt.	The writer put the picture from her mind onto the page. She had details in pictures and words.	The writer tried to bring his characters to life with details, talk, and actions.	The writer worked to show what was happening to (and in) her characters.
Craft*	The writer drew and wrote some details about what happened.	The writer used labels and words to give details.	The writer chose strong words that would help readers picture her story.	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.
LANGUAGE CONVENTIONS				
Spelling	The writer: <ul style="list-style-type: none"> could read his writing wrote a letter for the sounds he heard used the word wall to help her spell 	The writer <ul style="list-style-type: none"> used all she knew about words and chunks (at, op, it, etc.) to help her spell spelled the word wall words right and used the word wall to help her spell other words 	The writer <ul style="list-style-type: none"> used what he knew about spelling patterns (tion, er, ly, etc.) to spell a word spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words 	The writer: <ul style="list-style-type: none"> used what she knew about spelling patterns to help her spell and edit before she wrote her final draft got help from others to check her spelling and punctuation before she wrote her final draft
Punctuation	The writer: <ul style="list-style-type: none"> wrote spaces between words used lowercase letters unless capitals were needed wrote capital letters to start every sentence 	The writer: <ul style="list-style-type: none"> ended sentences with punctuation used a capital letter for names used commas in dates and lists 	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, she put in the apostrophe.	The writer <ul style="list-style-type: none"> punctuated dialogue correctly, with commas and quotation marks put punctuation at the end of every sentence while writing wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another

Report Card: Text Types and Purposes

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INFORMATIONAL WRITING - SEMESTER 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
STRUCTURE				
Overall	The writer told, drew, and wrote about a topic.	The writer taught his readers about a topic.	The writer taught readers some important points about a subject.	The writer taught readers information about a subject. He put in ideas, observations, and questions.
Lead	The writer told what his topic was.	The writer named her topic in the beginning and got the reader's attention.	The writer wrote a beginning in which he named a subject and tried to interest readers.	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.
Transitions	The writer put different things she knew about the topic on her pages.	The writer told different parts about his topic on different pages.	The writer used words such as and or also to show she had more to say.	The writer used words to show sequence such as before, after, then, and later. He also used words to show what did not fit such as however and but.
Ending	The writer had a last part or page.	The writer wrote an ending.	The writer wrote some sentences or a section at the end to wrap up his piece.	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.
Organization	The writer told, drew and wrote information across pages.	The writer told about his topic part by part.	The writer's writing had different parts. Each part told different information about the topic.	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.
DEVELOPMENT				
Elaboration*	The writer drew and wrote some important things about the topic.	The writer put facts in her writing to teach about her topic.	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.
Craft*	The writer told, drew, and wrote some details about the topic.	The writer used labels and words to give facts.	The writer tried to include the words that showed she was an expert on the subject.	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.
LANGUAGE CONVENTIONS				
Spelling	The writer: <ul style="list-style-type: none"> could read his writing wrote a letter for the sounds he heard used the word wall to help her spell 	The writer <ul style="list-style-type: none"> used all she knew about words and chunks (at, op, it, etc.) to help her spell spelled the word wall words right and used the word wall to help her spell other words 	The writer <ul style="list-style-type: none"> used what he knew about spelling patterns (tion, er, ly, etc.) to spell a word spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words 	The writer: <ul style="list-style-type: none"> used what she knew about spelling patterns to help her spell and edit before she wrote her final draft got help from others to check her spelling and punctuation before she wrote her final draft
Punctuation	The writer: <ul style="list-style-type: none"> wrote spaces between words used lowercase letters unless capitals were needed wrote capital letters to start every sentence 	The writer: <ul style="list-style-type: none"> ended sentences with punctuation used a capital letter for names used commas in dates and lists 	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, she put in the apostrophe.	The writer <ul style="list-style-type: none"> punctuated dialogue correctly, with commas and quotation marks put punctuation at the end of every sentence while writing wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another

Report Card: Text Types and Purposes

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OPINION WRITING - SEMESTER 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
STRUCTURE				
Overall	The writer told, drew, and wrote her opinion or likes and dislikes about a topic or book.	The writer wrote his opinion or his likes and dislikes and said why.	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.
Lead	The writer wrote his opinion in the beginning.	The writer wrote a beginning in which she got readers' attention. She named the topic or text she was writing about and gave her opinion.	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.
Transitions	The writer wrote her idea and then said more. She used words such as because.	The writer said more about his opinion and used words such as and or because.	The writer connected parts of her piece using words such as also, another, and because.	The writer connected his ideas and reasons with his examples using words such as for example and because. He connected one reason or example using words such as also and another.
Ending	The writer had a last part or page.	The writer wrote an ending for her piece.	The writer wrote an ending in which he reminded readers of his opinion.	The writer worked on an ending, perhaps a thought or comment related to her opinion.
Organization	The writer told her opinion in one place and in another place she said why.	The writer wrote a part where he got his readers' attention and a part where he said more.	The writer's piece had different parts; she wrote a lot of lines for each part.	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing.
DEVELOPMENT				
Elaboration*	The writer put everything he thought about the topic (or book) on the page.	The writer wrote at least one reason for her opinion.	The writer wrote at least two reasons and wrote at least a few sentences about each one.	The writer not only named her reasons to support her opinion, but also wrote more about each one.
Craft*	The writer had details in pictures and words.	The writer used labels and words to give details.	The writer chose words that would make readers agree with her opinion.	The writer not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.
LANGUAGE CONVENTIONS				
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