

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 uses pictures only.	The writer told a story with pictures and some "writing."	The writer told, drew, and wrote a whole story.	The writer wrote about when she did something.
Lead	The writer started without a plan.	The writer started by drawing or saying something.	The writer had a page that showed what happened first.	The writer tried to make a beginning for his story.
Transitions	The writer only told one idea or word.	The writer kept on working.	The writer put his pages in order.	The writer put her pages in order. She used words such as and, then, so.
Ending	The writer did not end his story.	The writer's story ended.	The writer had a page that showed what happened last in her story.	The writer found a way to end his story.
Organization	The writer drew a picture, but did not attempt to write any words.	On the writer's paper, there was a place for drawing and a place where she tried to write words.	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	The writer wrote her story across three or more pages.
DEVELOPMENT				
Elaboration*	The writer only told one thing about his topic.	The writer put more and then more on the page.	The writer's story indicated who was there, what they did, and how the characters felt.	The writer put the picture from his mind onto the page. He had details in pictures and words.
Craft*	The writer only showed what happened by drawing a picture.	In the writer's story, she told and showed what happened.	The writer drew and wrote some details about what happened.	The writer used labels and words to give details.
LANGUAGE CONVENTIONS				
Spelling	The writer cannot read his pictures and words. The writer does not attempt to make words.	The writer could read his pictures and some of his words. The writer tried to make words.	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.
Punctuation	The writer cannot label pictures or write own name.	The writer could label pictures. The writer could write her name.	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.

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 uses pictures only.	The writer told and drew pictures about a topic she knew.	The writer told, drew, and wrote about a topic.	The writer taught readers about a topic.
Lead	The writer started without a plan.	The writer started by drawing or saying something.	The writer told what her topic was.	The writer named his topic in the beginning and got the readers' attention.
Transitions	The writer only told one idea or word.	The writer kept on working.	The writer put different things he knew about the topic on his pages.	The writer told different parts about her topic on different pages.
Ending	The writer did not end his story.	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	The writer had a last part or page.	The writer wrote an ending.
Organization	The writer drew a picture, but did not attempt to write any words.	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	The writer told, drew, and wrote information across pages.	The writer told about her topic part by part.
DEVELOPMENT				
Elaboration*	The writer only told one thing about his topic.	The writer put more and then more on the page.	The writer drew and wrote some important things about the topic.	The writer put facts in his writing to teach about his topic.
Craft*	The writer said and drew what she knew about the topic. No attempt at writing.	The writer said, drew, and "wrote" things she knew about the topic.	The writer told, drew, and wrote some details about the topic.	The writer used labels and words to give facts.
LANGUAGE CONVENTIONS				
Spelling	The writer cannot read his pictures and words. The writer does not attempt to make words.	The writer could read his pictures and some of his words. The writer tried to make words.	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.
Punctuation	The writer cannot label pictures or write own name.	The writer could label pictures. The writer could write her name.	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.

Report Card: Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

OPINION WRITING - SEMESTER 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
STRUCTURE				
Overall	The writer drew a picture only of she liked or disliked.	The writer told about something she liked or disliked with pictures and some "writing."	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	The writer wrote her opinion or her likes and dislikes and said why.
Lead	The writer did not get started.	The writer started by drawing or saying something.	The writer wrote her opinion in the beginning.	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.
Transitions	The writer only told one idea or word.	The writer kept on working.	The writer wrote his idea and then said more. He used words such as because.	The writer said more about her opinion and used words such as and, and because.
Ending	The writer did not end her story.	The writer ended working when he had said, drawn, and "written" all he could about his opinion.	The writer had a last part or page.	The writer wrote an ending for his piece.
Organization	The writer drew a picture, but did not attempt to write any words.	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	The writer told his opinion in one place and in another place he said why.	The writer wrote a part where she got readers' attention and a part where she said more.
DEVELOPMENT				
Elaboration*	The writer only told one thing about his topic.	The writer put more and then more on the page.	The writer put everything she thought about the topic (or book) on the page.	The writer wrote at least one reason for his opinion.
Craft*	The writer only drew what happened.	The writer said, drew, and "wrote" some things about what she liked and did not like.	The writer had details in pictures and words.	The writer used labels and words to give details.
LANGUAGE CONVENTIONS				
Spelling	The writer cannot read his pictures and words. The writer does not attempt to make words.	The writer could read his pictures and some of his words. The writer tried to make words.	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.
Punctuation	The writer cannot label pictures or write own name.	The writer could label pictures. The writer could write her name.	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.