

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 a story with pictures and some "writing."	The writer told, drew, and wrote a whole story.	The writer wrote about when she did something.	The writer wrote about one time when he did something.
Lead	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.	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.
Transitions	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.	The writer told the story in order by using words such as when, then, and after.
Ending	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.	The writer chose the action, talk, or feeling that would make a good ending.
Organization	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.	The writer wrote a lot of lines on a page and wrote across a lot of pages.
DEVELOPMENT				
Elaboration*	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.	The writer tried to bring her characters to life with details, talk, and actions.
Craft*	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.	The writer chose strong words that would help readers picture his story.
LANGUAGE AND CONVENTIONS				
Spelling	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.	To spell a word, the writer used what she knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.
Punctuation	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.	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he used the apostrophe.

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 and drew pictures about a topic she knew.	The writer told, drew, and wrote about a topic.	The writer taught her readers about a topic.	The writer taught readers some important points about a subject.
Lead	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.	The writer wrote a beginning in which he named a subject and tried to interest readers.
Transitions	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.	The writer used words such as and and also to show he had more to say.
Ending	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.	The writer wrote some sentences or a section at the end to wrap up her piece.
Organization	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.	The writer's writing had different parts. Each part told different information about the topic.
DEVELOPMENT				
Elaboration*	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.	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.
Craft*	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.	The writer tried to include the words that showed he was an expert on the subject.
LANGUAGE AND CONVENTIONS				
Spelling	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 (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	The writer used what she knew about spelling patterns (tion, er, ly, etc.) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.
Punctuation	The writer could label pictures. The writer could write her name.	The writer wrote 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.	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he put in the apostrophe.

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 told about something she liked or disliked with pictures and some	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.	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.
Lead	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.	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.
Transitions	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 because.	The writer connected parts of his piece using words such as also, another, and because.
Ending	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.	The writer wrote an ending in which she reminded readers of her opinion.
Organization	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.	The writer's piece had different parts; he wrote a lot of lines for each part.
DEVELOPMENT				
Elaboration*	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.	The writer wrote at least two reasons and wrote at least a few sentences about each one.
Craft*	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.	The writer chose words that would make readers agree with his opinion.
LANGUAGE AND CONVENTIONS				
Spelling	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.	To spell a word, the writer used what she knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.
Punctuation	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.	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he put in the apostrophe.