

**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.

<b>NARRATIVE WRITING - SEMESTER 1 and 2</b>				
	<b>Below Grade Level (1)</b>	<b>Progressing (2)</b>	<b>At Grade Level (3)</b>	<b>Next Steps</b>
<b>STRUCTURE</b>				
<b>Overall</b>	The writer wrote about one time when she did something.	The writer told the story bit by bit.	The writer wrote the important part of an event bit by bit and took out unimportant parts.	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.
<b>Lead</b>	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.	The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story.	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.
<b>Transitions</b>	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 and after that.	The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later).
<b>Ending</b>	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.	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring his story to a close.	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.
<b>Organization</b>	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.	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	The writer used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.
<b>DEVELOPMENT</b>				
<b>Elaboration*</b>	The writer tried to bring his character to life with details, talk, and actions.	The writer worked to show what was happening to (and in) her characters.	The writer added more to the heart of his story, including not only actions and dialogue but also thoughts and feelings.	The writer developed characters, setting, and plot throughout her story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.
<b>Craft*</b>	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.	The writer showed why characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring her story to life. The writer used a storytelling voice and conveyed the emotion or tone of her story through description, phrases, dialogue, and thoughts.	The writer showed why characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed. The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. He used some objects or actions as symbols to bring forth his meaning. The writer varied his sentences to create the pace and tone of his narrative.

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**NARRATIVE WRITING - SEMESTER 1 and 2 (continued)**

	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	<p>To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.).</p> <p>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.</p>	<p>The writer used what she knew about spelling patterns to help her spell Sand edit before she wrote her final draft.</p> <p>The writer got help from others to check her spelling and punctuation before she wrote her final draft.</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.</p>
<b>Punctuation</b>	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as can't and don't, she used the apostrophe.</p>	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer 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.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	<p>The writer used commas to set off introductory parts of sentences, such as One day at the park, I went on the slide; he also used commas to show talking directly to someone, such as Are you mad, Mom?</p>

**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.

<b>INFORMATIONAL WRITING - SEMESTER 2</b>				
	<b>Below Grade Level</b>	<b>Progressing (2)</b>	<b>At Grade Level (3)</b>	<b>Next Steps</b>
<b>STRUCTURE</b>				
<b>Overall</b>	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.	The writer taught readers different things about a subject. She put facts, details, quotes, and ideas into each part of my writing.	The writer used different kinds of information to teach about the subject. Sometimes he included little essays, stories, or how-to sections in his writing.
<b>Lead</b>	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.	The writer hooked his readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He let readers know that he would teach them different things about a subject.	The writer wrote an introduction that helped readers get interested in and understand the subject. She let readers know the subtopics she would be developing later as well as the sequence.
<b>Transitions</b>	The writer used words such as and and 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.	The writer used words in each section that helped readers understand how one piece of information connected with others. If she wrote the section in sequence, she used words and phrases such as before, later, next, then, and after. If she organized the section in kinds or parts, she used words such as another, also, and for example.	When the writer wrote about results, he used words and phrases such as consequently, as a result, and because of this. When he compared information, he used phrases such as in contrast, by comparison, and especially. In narrative parts, he used phrases that go with stories such as a little later and three hours later. In the sections that stated an opinion, he used words such as but the most important reason, for example, and consequently.
<b>Ending</b>	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.	The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight. He added his thoughts, feelings, and questions about the subject at the end.	The writer wrote a conclusion in which she restated the main points and may have offered a final thought or question for readers to consider.
<b>Organization</b>	The writer's writing had different parts. Each part told different information about the	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. She may have used headings & subheadings.	The writer organized his writing into a sequence of separate sections. He may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.
<b>DEVELOPMENT</b>				
<b>Elaboration*</b>	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.	The writer taught his readers different things about the subject. He chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got his information from talking to people, reading books, and from his own knowledge and observations. The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con. He may have used diagrams, charts, headings, bold words, and definition boxes to help teach his readers.	The writer explained different aspects of a subject. She included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. She made sure to research any details that would add to her writing. The writer worked to make her information understandable to readers. To do this, she may have referred to earlier parts of her text and summarized background information. She let readers know when she was discussing facts and when she was offering her own thinking.
<b>Craft*</b>	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.	The writer made deliberate word choices to teach her readers. She may have done this by using and repeating key words about her topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify her points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, she may have used	The writer made deliberate word choices to have an effect on his readers. He used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey his information so it would make sense to readers. He blended storytelling, summary, and other genres as needed and used text features.

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**INFORMATIONAL WRITING - SEMESTER 2 (continued)**

	Below Grade Level	Progressing (2)	At Grade Level (3)	Next Steps
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	<p>The writer used what he knew about spelling patterns (tion, er, ly, etc.) to spell a word.</p> <p>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.</p>	<p>The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft.</p> <p>The writer got help from others to check her spelling and punctuation before she wrote her final draft.</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p>
<b>Punctuation</b>	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as can't and don't, she put in the apostrophe.</p>	<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p> <p>The writer put punctuation at the end of every sentence while writing.</p> <p>The writer 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.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	<p>The writer used commas to set off introductory parts of sentences (for example, As you might know,).</p> <p>The writer used a variety of punctuation to fix any run-on sentences.</p> <p>He used punctuation to cite his sources.</p>

**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.

<b>OPINION WRITING - SEMESTER 2</b>				
	<b>Below Grade Level (1)</b>	<b>Progressing (2)</b>	<b>At Grade Level (3)</b>	<b>Next Steps</b>
<b>STRUCTURE</b>				
<b>Overall</b>	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.	The writer made a claim about a topic or a text and tried to support her reasons.	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.
<b>Lead</b>	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.	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated his claim.	The writer wrote an introduction that led to a claim or thesis and got her readers to care about her opinion. She got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state her claim; she let readers know the reasons she would develop later.
<b>Transitions</b>	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.	The writer used words and phrases to glue parts of her piece together. She used phrases such as for example, another example, one time, and for instance to show when she wanted to shift from saying reasons to giving evidence and in addition to, also, and another to show when she wanted to make a new point.	The writer used transition words and phrases to connect evidence back to his reasons using phrases such as this shows that.... The writer helped readers follow his thinking with phrases such as another reason and the most important reason. To show what happened he used phrases such as consequently and because of. The writer used words such as specifically and in particular to be more precise.
<b>Ending</b>	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.	The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.
<b>Organization</b>	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.	The writer separated sections of information using paragraphs.	The writer grouped information and related ideas into paragraphs. He put the parts of his writing in the order that most suited his purpose and helped him prove his reasons and claim.
<b>DEVELOPMENT</b>				
<b>Elaboration*</b>	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.	The writer gave reasons to support his opinion. He chose the reasons to convince his readers. The writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.	The writer gave reasons to support her opinion that were parallel and did not overlap. She put them in an order that she thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support her claim. The writer discussed and unpacked the way that the evidence went with the claim.
<b>Craft*</b>	The writer chose words that would make readers agree with her opinion.	The writer not only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.	The writer made deliberate word choices to convince her readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought. The writer made choices about which evidence was best to include or not include to support her points.	The writer made deliberate word choices to have an effect on his readers. The writer reached for the precise phrase, metaphor, or image that would convey his ideas. The writer made choices about how to angle his evidence to support his points. When it seemed right to do so, the writer tried to use a scholarly voice and varied his sentences to create the pace and tone of the different sections of his piece

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**OPINION WRITING - SEMESTER 2**

	<b>Below Grade Level (1)</b>	<b>Progressing (2)</b>	<b>At Grade Level (3)</b>	<b>Next Steps</b>
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	<p>To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.).</p> <p>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.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit.</p> <p>The writer got help from others to check her spelling and punctuation before she wrote her final draft.</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.</p>	<p>The writer used what she knew about word patterns to spell correctly and she used references to help her spell words when needed. She made sure to correctly spell words that were important to her topic.</p>
<b>Punctuation</b>	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as can't and don't, she put in the apostrophe.</p>	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer 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.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p> <p>The writer used periods to fix her run-on sentences.</p>	<p>The writer used commas to set off introductory parts of sentences, for example, At this time in history, and it was common to . . . .</p> <p>The writer used a variety of punctuation to fix any run-on sentences.</p> <p>The writer used punctuation to cite his sources.</p>